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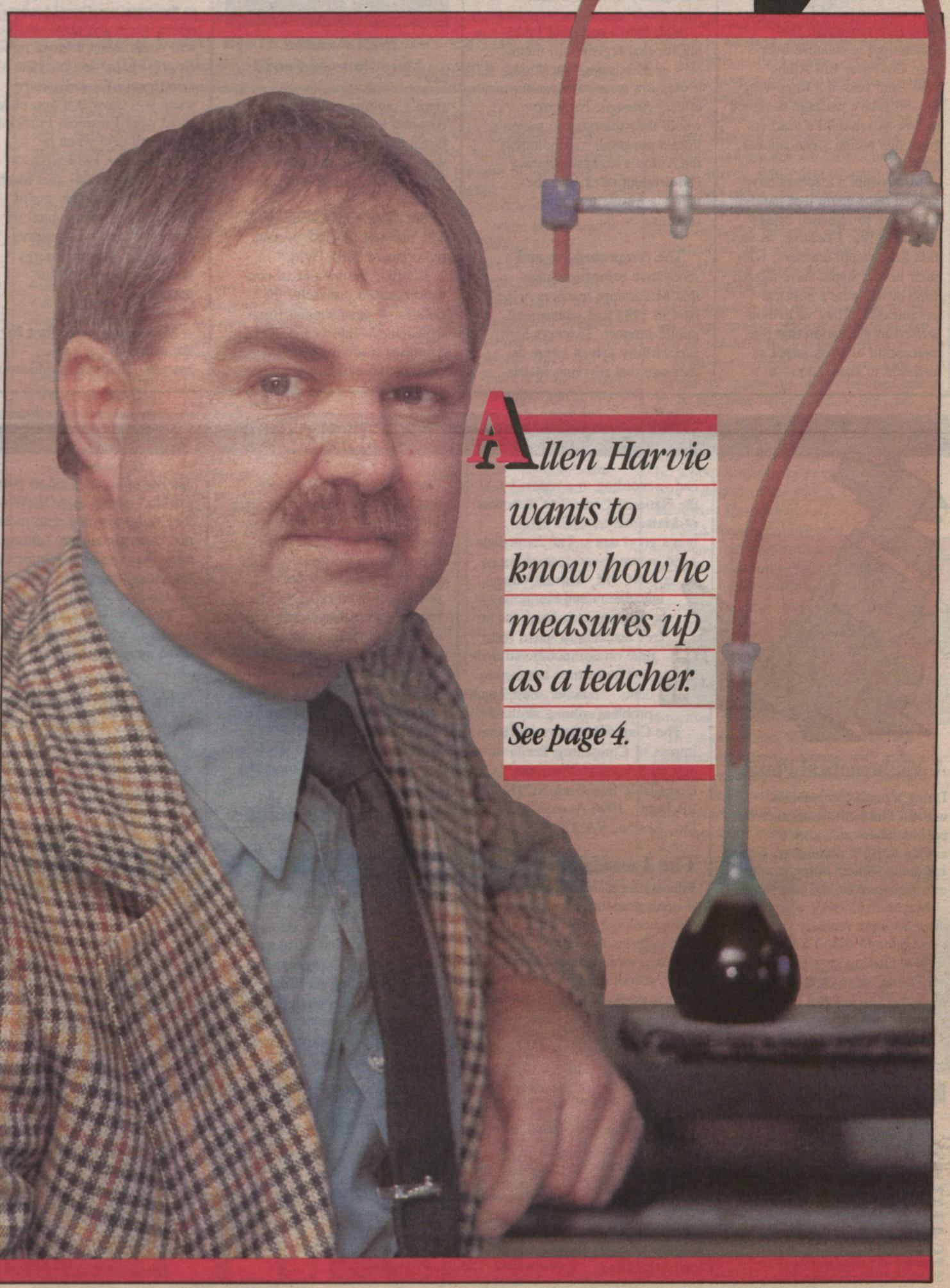


Allen Harvie wants to know how he measures up as a teacher.

See page 4.

Gordon Chibroski

PRESIDENT'S VIEWPOINT

The Magnolia Miracle

This winter, beginning February 25, some 10,000 Mississippi teachers left their classrooms for the picket line. The walkout captured national headlines, for obvious reasons. It was the first statewide work stoppage in Mississippi history.

This courageous act also caught the attention of the state's political elite. On March 18, the teachers' boldness was vindicated, their perseverance rewarded: the Mississippi legislature overrode Governor Bill Allain's veto—and passed a three-year $4,400 salary package designed to free Mississippi's teachers from this nation's educational ghetto.

Mississippi's teachers have proved once again that passive resistance to injustice brings justice to life. I believe, in fact, that Mississippi teachers, with their heroic stand, have altered forever the state's political complexion. They've demonstrated to the nation that the perception of Mississippi as resistant to innovation—as a pocket of reactionary attitudes—is an empty stereotype.

The work of debunking that myth began in 1982, a full year before the federal government's publication of *A Nation at Risk*. Mississippi's state government—prodded and goaded by the Mississippi Association of Educators (MAE)—enacted a package of education reforms that quietly became a nationwide model.

With their successful lobbying for that legislation, members of Mississippi's teaching profession were saying—in effect—*Enough*. No longer would they tolerate the nation's lowest per-pupil expenditures, the nation's highest illiteracy and dropout rates, and the nation's lowest teaching salaries.

The comprehensive and innovative reform package that Mississippi teachers helped pass in 1982 had widespread public support. Teachers had successfully driven home the message that reviving Mississippi's sagging economy required a crusade for educational excellence, and hopes were high for a real renewal of Mississippi's public education system.

NEA President
Mary Hatwood Futrell

But those hopes went awry. The promise of 1982 became the crisis of 1985. Why?

In brief, the politics of education—more precisely, the politics of short-sighted fiscal expediency—intervened. The promises made to teachers and parents and children were broken. The state reneged on the higher salaries it had promised teachers.

In the past, such bad faith might have met with quiet resignation or timid acquiescence. Not this time. Not today.

Mississippi teachers had waited too long, endured disappointment too often. Broken promises demanded dramatic action. The teachers didn't whine—they walked.

And they issued a stern ultimatum: We will, they said to the state's political leaders, return when you show that you will never again tolerate policies that ghettoize our state's classrooms. We will return when you show that you understand what President Franklin Roosevelt said when he addressed the 1939 NEA annual convention—that teachers are "the ultimate guardians of the human capital of America" and the conservators of the "health, energy, skill, and morale of our population."

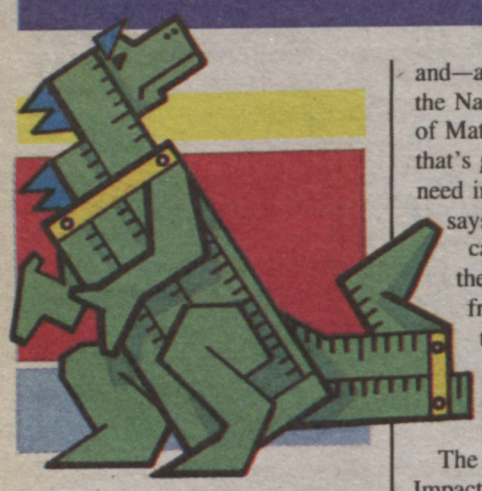
Mississippi ranks last in the nation in per capita income. That makes education reform difficult. *And* it makes reform imperative. Mississippians understand this cruel paradox. Parents and other concerned citizens deserve credit for joining MAE members and demanding better compensation for the guardians of their state's human capital.

The Mississippi state legislature listened. The vote overriding Governor Allain's veto of the teacher salary increase was an overwhelming 46 to 3 in the Senate and 104 to 16 in the House. The magnitude of those victories gives absolute credibility to MAE President Alice Harden's assertion that "we've only just begun."

MAE and the brave teachers of Mississippi have begun to alter the state's image. In the process, they have—to paraphrase Harden—taken a bold and impressive first step toward building the statewide commitment that meaningful education reform demands.

And with that first step, the teachers of Mississippi have helped move us all closer to the educational excellence our nation's students need—and deserve.

TRENDS



A Mathematical Fossil

Doing a math computation without electronic assistance has become about as common among today's students as wearing jeans without some stranger's signature on the rear pocket.

Maybe that's why when 60 students were recently shown a slide rule, 45 didn't know what it was. One major manufacturer reports selling exactly *three* slide rules in the last three years.

Meanwhile, the computer and calculator rage rages on, and—according to a report by the National Council of Teachers of Mathematics (NCTM)—that's good news. The immediate need in mathematics teaching, says NCTM, is to introduce calculators and computers at the kindergarten level and so free teachers to spend less time on computational drill and more time honing students' "number sense" and problem-solving skills.

The Council's report—"The Impact of Computing Technology on School Mathematics"—is available free from NCTM, PR Dept., 1906 Association Dr., Reston, VA 22091.

The Less Lesson

Education reformers, take note: if ninth graders mirror the rest of the school-age population, the current cries for *more*—more courses, more school hours, more school days—are entirely off the mark.

John Lounsbury, editor of the *Journal of the Middle Schools Association*, reports that his study—using more than 140 teachers as researchers—found that ninth graders are deluged with information. But they lack the skills necessary to process or synthesize it. The root problem: fragmented curriculums, and teachers who bypass critical thinking skills in favor of covering more material.

We do not, insists Lounsbury, need state mandates for longer school days or more courses: "We need to teach less so students can learn more."

Babies Having Babies

The people who so piously protest sex education courses may want to give some thought to a report recently issued by the Alan Guttmacher Institute (AGI).

The United States, notes the Institute, leads the developed world in teenage pregnancies *and* in providing the *least* amount of information about sex and contraception.

"American teenagers have inherited the worst of all possible worlds," observes AGI. While they're bombarded with messages that romanticize sex, "almost nothing they see or hear informs them about contraception or the importance of avoiding pregnancy."

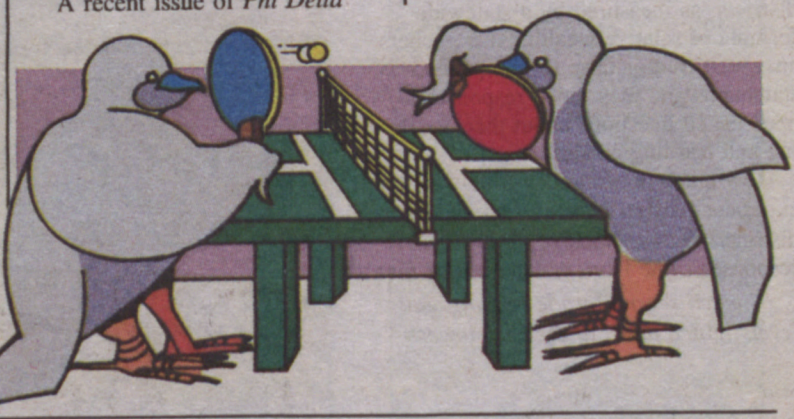
The U.S. is the only developed nation in which teen pregnancies have increased in recent years.

The Class Menagerie

Controversy over educational theory's relation to classroom practice remains heated. And the rhetoric is getting steamy.

A recent issue of *Phi Delta Kappan* quotes Stanford University researcher Elliot Eisner, a rabid opponent of the view that experimental psychology offers teachers any useful insights. The experimentalists' assumption, charges Eisner, is that teachers should be guided by research conclusions drawn from the way rats learn to run mazes or pigeons learn to play Ping-Pong.

Eisner views this assumption as a decidedly coo-coo idea, arguing that the classroom—not the psych lab—is where valuable research clues are found.



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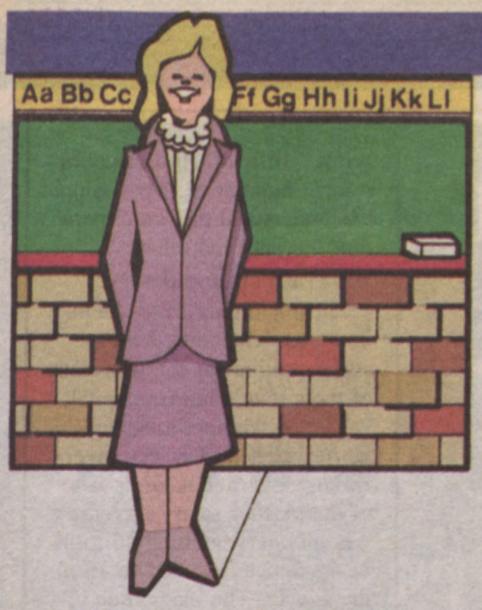


ONE STATE TWO WORLDS

Is teaching really more rewarding in wealthy school districts? New Pennsylvania study suggests an answer.

While education policy analysts debate the merits of "school finance reform," teachers in the nation's less wealthy school districts continue to make do with crayon shortages, outdated textbooks, insufficient numbers of classroom aides, and other daily demoralizations.

The need to somehow reduce the great disparities between rich and poor school districts in the amount of money that can be raised with a given level of property tax has been voiced off and on for years—on Capitol Hill, in think-tank board rooms, in governors' mansions, and in the courts. But little has been done. There's usually a well-heeled "expert" on hand to argue, straight-faced, that more money doesn't necessarily mean better schools.

NEA members know otherwise. And now a preliminary three-part report by the Pennsylvania State Education Association (PSEA) has documented the vast gulf that separates a state's wealthiest school districts from its poorest.

"We were shocked to find so many obvious inequities," says PSEA President Nancy Noonan. "They imply to students that the wealth of their neighborhood may determine whether or not they get a good education. For teachers they show that their working conditions and job satisfaction may be dictated by the size of their district's tax base."

The preliminary report is a refreshingly human contribution to the staid annals of school finance research. It's based on a survey this winter of 182 anonymous teachers—90 from high-income and 92 from low-income school districts, as measured by a statewide formula of relative wealth. The teachers answered true or false to 220 printed statements and then taped responses to open-ended questions about their teaching and learning conditions.

How much does the day-to-day school experience differ between rich and poor districts? Guess which of these two responses came from which kind of district:

"I teach seventh grade reading—all levels, gifted down to the very lowest—and I think class size, as far as reading goes, is excellent. My work load is split with another reading teacher so that we share a class of 15-20 kids."

"I'm teaching a class not only with close to 50 students, but I'm teaching a wide variety of abilities. It's very difficult. Sometimes I'm no more than a disciplinarian. I teach in the back of the auditorium, which is not conducive to learning. There is no personal, one-to-one contact; I have no time."

I think that . . .	District income	
	High	Low
My teaching program is adequately funded.	74%	27%
Money is available to purchase additional instructional materials.	48	11
I have access to equipment in working order in or near my room.	90	37
Enrichment materials are easily accessible.	79	30
All in all, I find my work satisfying.	87	59
My district is a good place in which to teach.	82	50
My school is a good place in which to teach.	87	57
I have access to a professional library.	60	20
Compared to other professionals with the same amount of training, teachers in my district are underpaid.	60	90

The paramount "working condition" for most teachers is probably class size. The Pennsylvania survey reveals undeniable variations here, directly correlated with school district wealth. Teachers in low-income districts reported average classes 20 percent larger than those in high-income districts. When asked if the size of their own classes was reasonable, most teachers in wealthy districts said yes; only half the teachers from poor districts did.

District wealth may also profoundly affect the opportunities and support systems available to teachers, and their attitudes toward their work, the Pennsylvania report reveals.

One of the few factors not clearly correlated with wealth is the physical repair of school buildings. Dumpy schools show up at both ends of the economic spectrum, as do modern and attractive ones. Nonetheless, the survey produced an unforgettable glimpse of schooling where funds are tight:

"Several of the rooms have plaster falling off the walls. One gentleman is housed in a room that is so mildewed that the kids called him 'Mr. Mold.' They had to build a bridge to get from the hall to his room because the water was so deep. You couldn't walk into his room without getting your feet wet."

Another teacher in a low-income district described the equally surreal experience of having a flock of blackbirds make a nest and fly around his classroom.

In comparison, the picture of classroom life painted by many of the respondents from high-income districts restores dignity to the profession. Pennsylvania teachers say that working with sufficient materials and getting professional respect and direction can "turn everything around."

The survey suggests that students in high-income school districts are more likely to have smaller class sizes, individual attention, adequate enrichment materials, updated textbooks, early detection and intervention programs, and access to adequate counseling services.

Teachers in those same high-income districts have more input into classroom decision making, more frequent and effective in-service and faculty meetings, greater administrative and community support, and greater job satisfaction.

The survey didn't deal directly with what the experts call "learning outcomes." It's unreliable to contrast districts on such traditional measures as standardized test scores, since there's no controlling for sociological factors. The focus of PSEA's survey is on issues that are measurable and most germane to the teaching/learning process—problems that can be *solved* if the money is there.

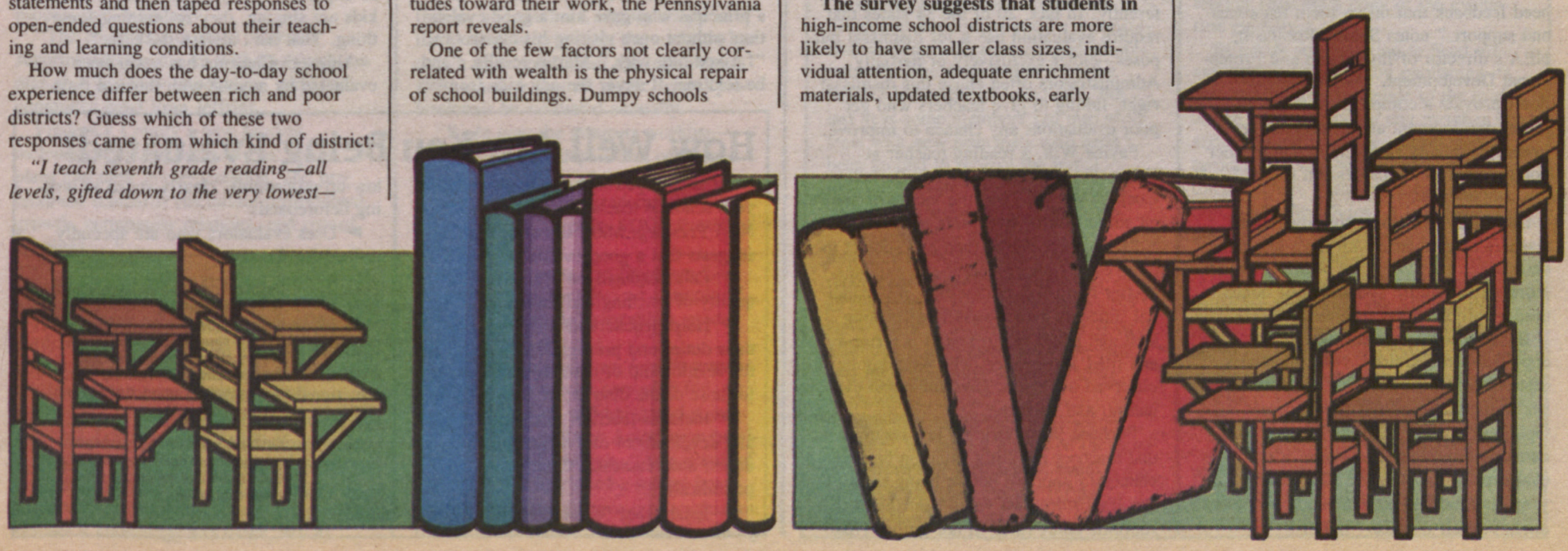
With that in mind, PSEA is making a legislative appeal for higher salaries and a more equitable distribution of state aid (*see story on page 8*). At the same time, the Association is renewing its call for a reexamination of Pennsylvania's 501 public school districts, as envisioned in last year's Report of the PSEA Task Force on Education Excellence.

PSEA leaders believe such an effort may have to begin with something as simple as a fine-tuning of the way schools function: better in-service opportunities for teachers, or designated breaks during the day to allow teachers to communicate with each other.

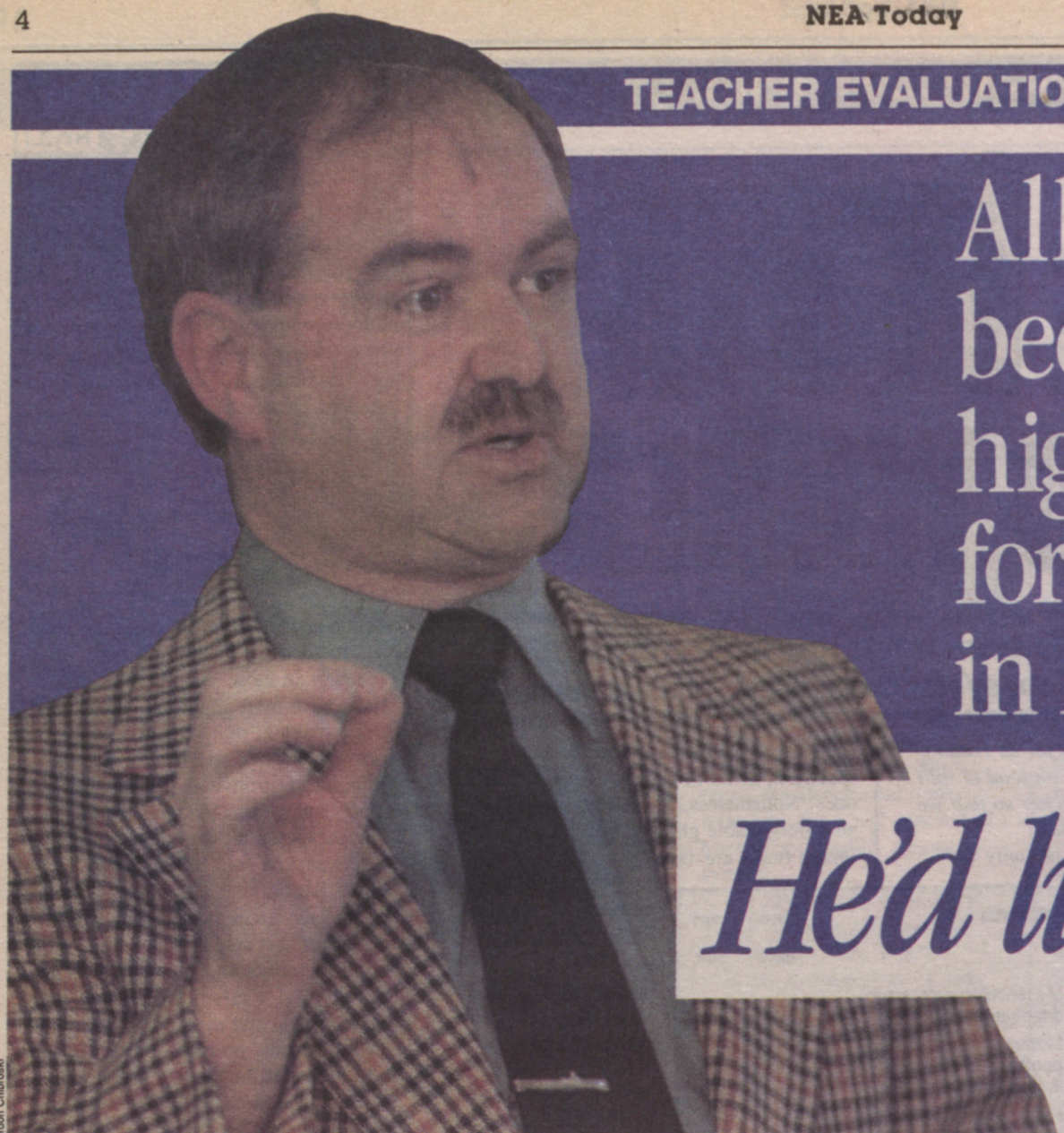
Explains PSEA President Nancy Noonan: "We want to nudge school officials into taking small steps in the right direction."

In the meantime, the Association has followed up its initial survey with a bigger one, reaching 4,500 teachers in high, middle, and low-income districts. The data collected will serve as the basis for the Association's final report, due May 15.

—Vicky Lytle



TEACHER EVALUATION . . .



Gordon Chibroski

Allen Harvie's been teaching high school science for 18 years in Auburn, Maine.

He'd like to know

And so would thousands of other had a meaningful evaluation in all demanding evaluation systems that

It's been 16 years since Allen Harvie had a formal evaluation, and he'd like to know how he can improve his classroom effectiveness.

"In my system, only elementary teachers get evaluated every year," explains Harvie. "My only evaluations came during my first two years here. For several years after that, I completed a self-evaluation form, which told me nothing.

"For the last six years, my department head at Edward Little High School has been observing me. But that's not an *evaluation*. An evaluation is conducted by an administrator. It sets goals and standards and tells me how I can improve."

Allen Harvie is one of thousands of teachers who go unevaluated every year. He's luckier than some, though—at least he gets observed and has some idea of how he's doing. Others don't even get that much.

"To do the best job they can, teachers need feedback that offers them resources and support," notes Sharon Robinson, NEA's director of Instruction and Professional Development. "When systems don't provide a comprehensive professional development and evaluation program, the quality of teaching and teacher commitment to the profession suffer."

Currently, 34 states mandate that teachers be evaluated—up from just nine a decade ago *(see graph on page 5.)* Four more states require evaluation of nontenured or probationary teachers only.

But even where performance appraisals are required, NEA members often question the value of the process as it's actually carried out. In the latest NEA Opinion Poll, 82 percent of the respondents reported they had been formally evaluated during the 1982-83 school year—but half called evaluation procedures in their districts "unfair."

Respondents in states with evaluation plans dictated by their legislature or department of education reported that implementation of those plans varied widely from district to district. In addition, many of the states had failed to identify their primary goal for evaluation, opening the door to potential abuses.

The national attention to educational excellence in the past two years has led most states to reexamine their teacher evaluation plans, often in an attempt to tie them to career ladder, merit pay, or master teacher plans.

But the major purpose of teacher evaluation, the experts agree, should be to improve instruction. Evaluations should relate only to job performance. Teachers shouldn't be evaluated on how well they do things that are outside their job description.

Unfortunately, many states and school districts see teacher evaluation quite differently. In fact, 20 of the 34 states that require evaluation use it for dismissal purposes—either exclusively or partially. Administrators often abuse this dismissal right, failing to give teachers who get poor evaluations any chance to improve.

Faylee Wilt, a reading teacher at Hedgesville Middle School in Berkeley County, W. Va., was the victim of such an administrator five years ago.

"I was nontenured then and subject to three evaluations a year," she explains. "After two good evaluations, my principal suddenly said I wasn't performing well and asked me to resign. I refused and filed a grievance. The next day he observed me again, gave me a bad evaluation, and fired me."

Because West Virginia law requires that teachers in Wilt's situation be given a chance to improve before being fired, she filed suit. Two years later the state supreme court ruled in her favor. That decision established for the first time that nontenured teachers in West Virginia have a right to due process.

Faylee Wilt: not given a chance to improve

One big problem is lack of proper training for evaluators. In his recent book *Managing the Incompetent Teacher*, Stanford University Professor Edwin M. Bridges suggests that most school administrators don't really know how to evaluate teachers.

"School districts cannot assume that their supervisors possess the essential competencies to describe and analyze what goes on in a teacher's classroom in an unbiased fashion," Bridges writes.

Paul Martin, principal of Kelly Walsh High School in Casper, Wyo., remembers his own days as a teacher, when he had a principal who gave him a good evaluation without once visiting his classroom. "I asked him why," Martin recalls, "and he told me, 'I never see any kids from your class in my office, so you must be doing a good job.'"

Association member Jane Harrell, principal of LaDergne Primary School in Tennessee's Rutherford County, points out training shortcomings in her district, near Nashville: "The system's top elementary and secondary supervisors receive two days of training in evaluation. They, in turn, spend *one* day training their principals. This just isn't sufficient. Evaluation is one of our most important jobs."

Beyond being trained in the evaluation process itself, a competent evaluator needs to be familiar with subject matter, many teachers would add. Leon Chestnut, a music teacher at Sinai Elementary School in Halifax, Va., for example, feels that only someone with expertise in the arts can properly evaluate him.

"Many people have the wrong concept of what goes on in a music classroom," he explains. "They assume that if the kids are singing, they're learning something. That isn't always the case."

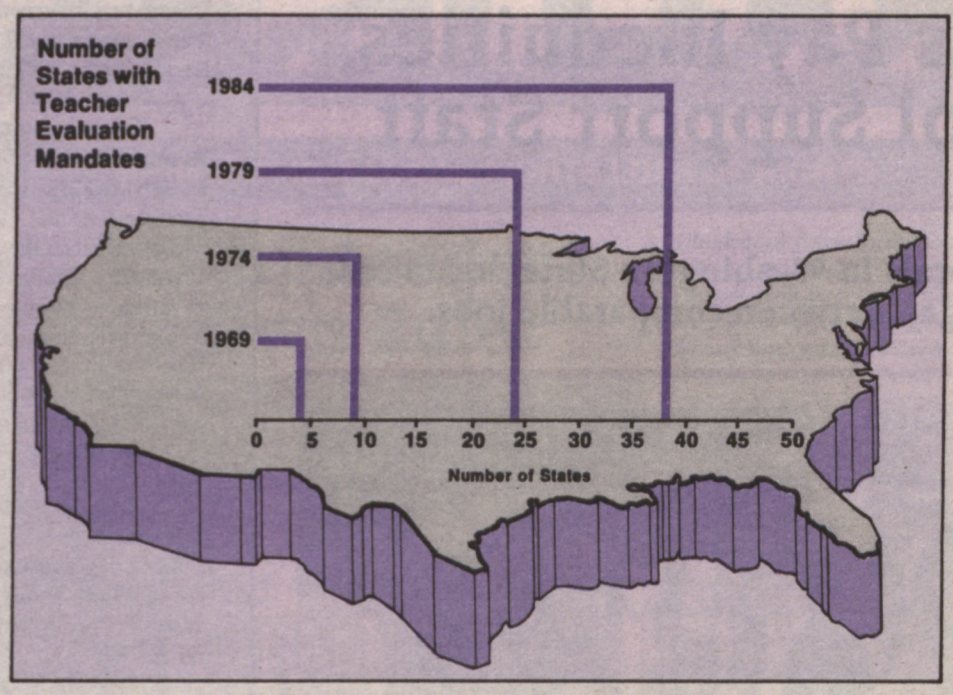
Although Chestnut has never been evaluated by anyone with musical train-

How Well Are You Being Evaluated?

What should you look for as you size up your school's teacher evaluation system? NEA President Mary Hatwood Futrell suggests that a good evaluation process—

- ► Puts emphasis on improving the quality of teaching and learning.
- ► Helps teachers identify the scope of their duties and prerogatives and clarify the relationship of their own objectives to those of the district.
- ► Includes teachers in the planning and development of evaluation procedures, and reassesses those procedures periodically.
- ► Establishes "ground rules" and follow-up procedures, clearly stated in writing beforehand.
- ► Uses evaluators who are specially trained for the task.
- ► Informs teachers of the criteria on which they'll be evaluated.
- ► Incorporates self-assessment to motivate teachers to improve.
- ► Provides corollary in-service instructional programs so teachers can keep abreast of developments in their field.
- ► Affirms basic due process rights and provides the opportunity for improvement to any teacher being considered for dismissal.

. . . UPGRADING THE PROFESSION



...how he measures up.

Association members around the country who have never their working years. The Association at every level has begun will improve classroom performance.

Leon Chestnut: evaluator needs some expertise

ing, he still feels positive about—if not completely satisfied with—his evaluations. He notes that in the 11 years he's been with his system, the evaluation process has been "getting better all the time."

For one thing, those old evaluation checklists that asked the evaluator to check out proper alignment of classroom window shades and other equally unreasonable criteria for "competent performance" are becoming a thing of the past—especially in districts where teachers play a role in planning the evaluation procedure.

In Frederick County, Va., teachers formed the bulk of a 21-member committee that developed a new evaluation process two years ago.

"The committee evolved after our superintendent came up with an evaluation plan that was very unpopular," explains committee head Fran Jeffries.

Frederick County's new process includes checklists in two areas: lesson plans and their implementation, and professional standards (including professional growth, community relations, and record keeping).

In a number of states, controversy continues over what role—if any—standardized paper-and-pencil tests should play in the evaluation process. A year and a half ago, the Educational Testing Service (ETS) barred the use of its National Teacher Examination as a method of evaluating experienced teachers, stressing that the NTE is designed to provide information about a prospective teacher's knowledge and skills, *not* to evaluate the performance of teachers already practicing—and observable—in the classroom.

But the politicians in Arkansas disagree with ETS. They've required every certified teacher and administrator currently practicing to pass a three-part literacy test by June 1, 1987, in order to be eligible for recertification. *(See story on page 8.)*

Association members are fighting unfair laws like the one in Arkansas, of course. But all across the country they're also striving to put solid, *meaningful* evaluation systems into place.

The South Dakota Education Association (SDEA), for example, has joined forces with the state's K-12 education officials, school administrators, and higher education leaders in a Coalition for Quality Education through Effective Evaluation.

Coalition members are going from district to district, conducting workshops for school board members, administrators, and teachers, urging adoption of the evaluation proposals the coalition has drawn up to implement the legislature's 1984 mandate that all public school professionals be evaluated annually.

"Right now the group is working—through the state department of elementary and secondary education—to develop a leadership academy workshop for evaluators," reports SDEA President Dianna Miller.

In Massachusetts, the Needham Education Association offers an example of what a local can do to establish good evaluation policies.

"Several years ago we formed a committee to draw up our own plan for teacher evaluation and bargained it into our contract," explains Association president Merry Sue Ahlgren. "As a result of our work, we squelched a school board proposal that would have used evaluation results to determine which teachers to lay off, should a RIF become necessary."

Merry Sue Ahlgren: local bargained plan

The sole purpose of evaluations in Needham is to improve the quality of education.

Another district where this same objective has been in place for several years is Austin, Texas. Tom Prentice, a journalism teacher at Austin High School, reports only good experiences with the process as it's carried out in his school.

"Each year, either my principal or assistant principal evaluates me," says Prentice, a seven-year veteran. "They're both well trained and their evaluations are candid and fair. The post-evaluation conference is a time for focusing exclusively on my teaching abilities: I learn how well or poorly I've been doing, and how I can improve my weaknesses."

At the national level, delegates to the 1984 Representative Assembly mandated that NEA commission a comprehensive nationwide study of teacher evaluation systems now in place.

The study, due for completion in late August, will focus on the impact those systems have on educational improvement, collegiality, collective bargaining, morale, and retention of teachers. NEA hopes to use the data collected to help establish potential strategies for local and state affiliates.

Arthur Wise, of the Rand Corporation's Center for the Study of the Teaching Profession, is one of several education researchers conducting the study. Wise is senior author of *Teacher Evalution: A Study of Effective Practices*, a recent look at evaluation procedures in 32 school districts across the country.

Clearly, much needs to be done in the field of teacher evaluation, and no one feels more strongly about this than teachers themselves. Maine's Allen Harvie puts it this way:

"At the end of 25 years, I'd like to say I taught 25 years, not that I taught *one year 25 times*. New discoveries are changing the scientific world every day. Proper evaluation would be a great help to me, not only in planning course content but in finding the right teaching approach."

NEA President Mary Hatwood Futrell agrees. "The Association wants a competent teacher in every classroom, and the best way to achieve this is through regular evaluations conducted by well trained administrators," she stresses. "A good evaluation process—developed with teacher input—will help ensure a first-class education for all our children."

—Diane Dismuke

Heading Off Problems

One local Association that's succeeded recently in upgrading the teacher evaluation process is the 337-member Bedford County Education Association (BCEA), in rural Virginia.

Bedford's evaluation system was developed three years ago by a consultant working with teachers and administrators. The Association feels the process is basically a good one. But last year some members ran into problems with new principals who hadn't been around to receive the initial inservice training in how to evaluate teacher performance.

The principals were ignoring timelines for teacher observations and reports and sometimes failing to follow all the steps in the evaluation process. Some teachers had received letters of dismissal long before their principals told them they were recommending nonrenewal.

Collective bargaining is illegal in Virginia, but BCEA discussed the situation informally with school board members and then made a formal presentation to the board. As a result, the school board and the superintendent agreed to provide the necessary training for new principals, to rework sections of the process that BCEA felt needed clarifying, and to be sure every teacher received a copy of the evaluation guidelines.

BCEA is now working to head off any further problems by publishing its own quick-reference guide to the evaluation process. Should any member need additional aid, the Association also sponsors a telephone helpline staffed by three teachers trained to answer questions and offer advice. A side benefit of the helpline is that it alerts the Association to potential trouble sites.

So far this year, BCEA has resolved situations brought to the helpline that involved principals not notifying teachers of their observation dates far enough in advance, not showing up when they said they would, or not observing teachers for the required full period.

"Compared to last year, though, we've had very few problems," notes BCEA President Ann Duncan.

—D.D.

HUMAN RIGHTS

Study Reveals Pay Inequities Among School Support Staff

Two education support locals in Washington State document gender-based wage gap between comparable jobs.

School support personnel in Washington State's North Thurston district, near the capital city of Olympia, had always known that custodians made more money than secretaries, and maintenance workers more than instructional aides.

What they didn't know was how *much* more—or how much the gender of the person in the job had to do with it.

Last year they decided to get some answers. The North Thurston Secretary-Clerical Association (NTSCA) and the North Thurston Aides Association (NTAA), working with the Washington Education Association and NEA, conducted one of the nation's first pay equity studies at the K-12 level.

Pay equity is the concept that employees should be paid equally for jobs of comparable value to an employer. The need for such equity is supported by data showing that jobs filled primarily by women tend to be undervalued in our society—and therefore underpaid.

The North Thurston study results clearly substantiate this nationwide pattern.

► The wages for jobs filled primarily by women are 17 percent lower than those for jobs filled primarily by men.

► Men make up 30 percent of the North Thurston district's classified workforce—but collect 45 percent of the salary pie.

► Custodians—94 percent of whom are male—make $14,500 a year, while teacher aides—96 percent of whom are female—make $11,000.

The study also found that sex bias permeates the school district's job classification system.

► Women are not given credit for past experience and education when hired.

► Employees who have substantial contact with children—nearly all women—receive lower wages.

► Women's job descriptions—and paychecks—don't accurately reflect the work they do. When it comes to classifying and evaluating female-dominated jobs, criteria used to justify higher pay levels in "male jobs"—such as lifting, report writing, unpleasant working conditions, equipment usage and maintenance, on-the-job stress, and public contact—usually go unrecognized.

Richard Milligan, Jr.

North Thurston, Wash., ESP activists (seated, from left): Karen Millikan, Bonnie Stine, Gerrie Parsons, Barbara Bergquist, and Edna Dunn. Standing: Jane Ziegler, Jan Fisher, Sherrye Morgan, Shirley French, and Lorraine Price.

Barbara Bergquist is past president of NTSCA and a member of both the comparable worth and bargaining committees.

As a library secretary at North Thurston High School, Bergquist types; works with computers, calculators, and audiovisual equipment; and deals with the 650 students who pass through the library each day.

"Management just doesn't recognize what's involved in women's jobs," Bergquist says. "They don't realize what we do. My biggest complaint is the difference between qualifications and compensation. Secretaries have to have high school degrees and specialized training. Custodians don't—yet they're paid more than we are."

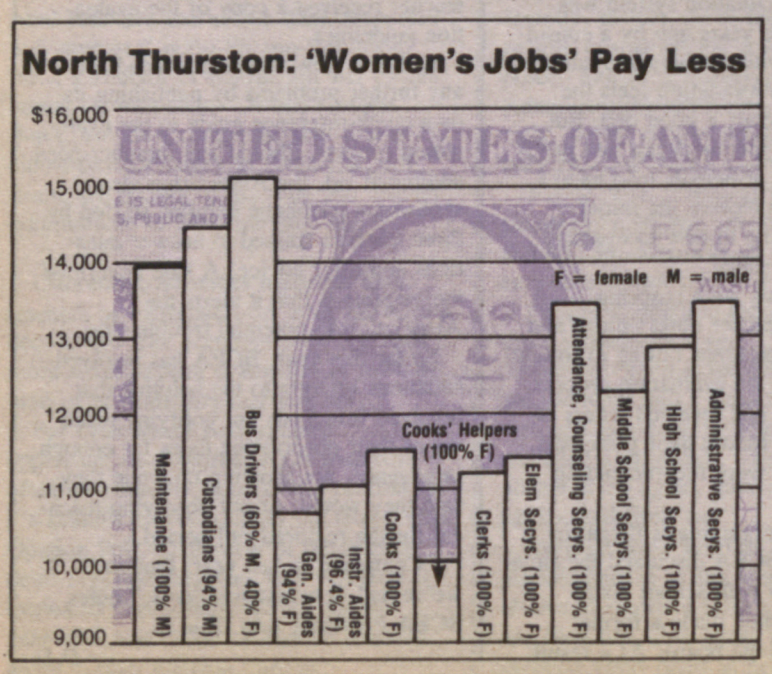
Pay equity advocates stress that the goal is *not* to bring down male wages, but to upgrade the wages of underpaid women.

Last summer, NTSCA and NTAA went to the bargaining table with their study results and their own proposals for a fair job evaluation system and salary schedule.

"While the pay equity study helped the school district to understand the differences between men's and women's salaries and the need for job reevaluation," Bergquist reports, "it didn't move them much at the bargaining table.

"We didn't get any equity adjustments in this contract, but we feel the groundwork's been laid for the next one," Bergquist says. "Eventually we'd like to see employees get paid for what they do. We'd like to see qualifications for a position commensurate with the pay offered. And we'd like to see a fair system for classification—and for reclassification when an employee's responsibilities grow."

—Stefanie Weiss



Want To Know More?

For information on pay equity and how to achieve it in your district, contact your UniServ representative, state Association, or NEA regional office.

WASHINGTON WATCH

Lawmakers returned to Capitol Hill last month from their annual spring break and faced a number of pressing pieces of legislation that affect education.

✔ Of major importance is the NEA-backed **Civil Rights Restoration** Act of 1985, a bill introduced earlier this year to restore civil rights protections for minorities, women, the handicapped, and older Americans—protections that have been weakened since the Supreme Court's controversial 1984 *Grove City College* decision. That ruling narrowed the federal government's power to act against sex discrimination in education institutions. Late in March, NEA President Mary Hatwood Futrell asked a joint House panel "not to allow those who conspire to turn back the clock to the days when discrimination was acceptable—by government law as well as by social practice—to succeed."

✔ Education advocates haven't had much rest in the past few weeks, as Congress has neared the May 15 target date for a first budget resolution. The Reagan Administration's proposed **federal budget** called for $3 billion in cuts from public education in fiscal 1986 (which begins October 1, 1985). NEA testimony before the House Budget Committee has delivered a basic message: Education is an investment in the nation's future, and so should be treated no less well than the most favored of federal programs, defense. NEA Congressional Contact Team members urged lawmakers back home during the spring congressional recess to spare education any further cutbacks. Federal education programs have already lost $6 billion to inflation and direct cuts since 1980.

✔ One of the hidden threats to public education in the Administration's proposed budget for next year has been the call for elimination of **federal revenue sharing** with local governments. NEA sent a letter to Rep. Ted Weiss (D-N.Y.), chair of the House Subcommittee on Intergovernmental Relations and Human Resources, asking lawmakers not to eliminate or decrease this funding. The 10.6 percent of revenue sharing dollars that go for educational purposes, NEA pointed out, "provide an important margin of difference in the achievement of federally legislated educational goals that might otherwise go unheeded and unfulfilled for lack of funds."

✔ Rep. Bill Ford (D-Mich.), chair of the House Postsecondary Education Committee and member of the House Education and Labor Committee, has introduced the **Professional Development Resource Center** Act of 1985, an NEA-backed bill to provide federal funds for improving classroom teachers' continuing education. If passed, the bill would authorize the Secretary of Education to make competitive grants to school districts for locally developed teacher professional development centers. The centers, Ford says, would be designed with "the full involvement of teachers at every stage."

✔ Sound educational reform demands sound educational research. That's why NEA appeared before Congress this spring to urge reauthorization of the **National Institute of Education**, the Education Department's research arm. Linda Tarr-Whelan, NEA government relations director, testified before the House Subcommittee on Select Education. She noted that NIE, since its creation 12 years ago, has provided crucially important research on multicultural education, compensatory education, beginning teacher evaluation, safe schools, school finance, and effective school practices.

✔ "Hunger dulls the mind, malnutrition erodes health, and both retard the quality of life we envision for our children." So stated NEA and the National PTA in a joint statement to Congress early in April. NEA and the PTA have joined forces to back a bill that would help rebuild federal **child nutrition** programs. Since the Reagan Administration took office, funding for these programs has dropped 29 percent.

✔ Happy anniversary, ESEA! Twenty years ago, in April 1965, the federal government took a giant step toward guaranteeing a quality education for every child, no matter how poor. The landmark **Elementary and Secondary Education Act** marked the first time federal dollars were ever provided for the education of disadvantaged youngsters. Research now documents that Title I of this historic act (which later became Chapter 1 of the Education Consolidation and Improvement Act) has helped to significantly improve the reading skills of the children it's served.

Local Look

UTAH

For three years, the school board in Nebo had violated teachers' master contract by ignoring past teaching experience and placing most newly hired teachers on the first step of the salary schedule.

The Nebo Education Association filed a grievance on behalf of all affected teachers. In late 1984 the board relented, offering to move the teachers to the proper steps over a two-year period. The aggrieved teachers voted unanimously not to pursue the matter further and to accept the board's offer.

"So far, nearly 50 teachers have been identified as being shortchanged," reports local president Dave Dahlquist. "They'll share more than $160,000—as much as $8,000 apiece."

RHODE ISLAND

A school district must honor its employee contracts and meet financial obligations for state-mandated services—regardless of later cuts in town budgets.

So ruled the Rhode Island supreme court in a major victory this winter for teachers in the Exeter/West Greenwich district—and elsewhere around the state.

The suit by the 56-member Exeter/West Greenwich Teachers Association challenged an announced plan by the district to roll teacher salaries back to 1982-83 levels—14 percent less than the current contract provides.

The school committee had tried to use cuts in the Exeter and West Greenwich town budgets to justify its plan, saying the cuts had brought the district to the verge of bankruptcy. Teachers reacted by striking for 13 days last September.

Comments E/WGTA President Larry Purtill, "We're gratified by this ruling, which ensures that the collective bargaining process will never be undercut."

IDAHO

Problem: How do you provide for professional development in an isolated school district, hours from the nearest university or other institution offering continuing education courses?

The Bonner County Education Association, in the northern tip of Idaho's panhandle, has negotiated a solution: teachers offer courses to other teachers for in-service credit.

Bonner County teachers who want to give a course submit their proposal to the Professional Development Committee—composed of teachers and administrators.

Under the BCEA contract, teachers taking approved courses earn up to two in-service credits, which are applied toward movement on the salary schedule.

TENNESSEE

Local Associations across the country will be celebrating Teacher Day USA in early May. The day is designed to build community support for the teaching profession.

But NEA encourages local affiliates to decide for themselves when the most appropriate or productive time for such a celebration will be. This year Associations throughout Tennessee picked March 5. And none were more successful in generating public support than the White County Education Association.

Thanks to WCEA efforts, over 20 local businesses provided discounted or free items to area teachers. Several businesses sponsored a series of ads on the local radio station honoring the work of the county's teachers. The weekly newspaper devoted most of its front page to teachers. And WCEA worked with the community's cable TV outlet to provide a positive message about teaching over the public access channel.

"The Association's efforts also included special in-school programs and other joint activities with community and civic groups," reports WCEA's IPD chair Jackie Henry. "We were surprised and delighted by the avalanche of support we were able to generate."

WISCONSIN

The Green Bay Education Association new two-year contract boosts teachers' average salary by 8.2 percent this year, to $27,944. (Statewide average is $24,780.) Next year's average salary in Green Bay will be $30,132.

Teachers had worked without a contract since last July while bargaining continued. GBEA President Meredith Ingram credits "unity among our teachers" with helping the Association's negotiators hold out for the best possible settlement.

A seven-step GBEA plan for bringing pressure on the negotiations included teachers' agreeing not to volunteer for outside activities until the contract was settled. "Ninety-eight percent of the teachers stuck to the plan," Ingram reports.

MINNESOTA

The "Rotten Apples"—a class act. The "Apple Chorus"—a singing group. The "Saucy Apples"—dancers. The "Apple Strudels"—a band.

All were part of the "Chalkboard Capers," a variety show put on by the Mounds View Education Association (MVEA) in late March to raise money for scholarships. The show grossed some $5,000—plus a lot of good will.

More than 300 of the suburban Association's nearly 600 members were involved in the production in some way: writing, promoting, selling tickets, or performing.

And how did the community feel about the show? Four performances in the 600-seat Irondale High School auditorium weren't enough for all who wanted to come.

"We sold out so fast," MVEA President Henry Ryan reports, "some of our own members weren't able to buy tickets."

OHIO

The recently formed Knox- Newhope Education Association has negotiated its first master contract—a two-year agreement.

The 33-member local includes classroom teachers, development specialists, speech therapists, physical therapists, secretaries, bus drivers, food service custodians, and aides, all of whom work at the Knox-Newhope School, some 50 miles north of Columbus. The school is a facility for the mentally retarded, consisting of a classroom building for students aged 3-21 plus an adult workshop.

"When we organized in January 1983, we interviewed representatives of several different unions," reports KNEA president Bob Ready. "The Ohio Education Association and NEA best met the needs of everyone."

WEST VIRGINIA LOCAL FIGHTS LOSS OF RIGHTS

New Superintendent Sets His Own Rules

Bill Johnson

Joy King

Clockwise from left: Members of Kanawha Teachers Association executive board wait in vain for Superintendent Lakey and school board members to show up for a meeting; KTA President Jewell Wilburn presides over one of many sessions devoted to strategy for dealing with Lakey; a KTA mass meeting keeps members' spirits up; West Virginia Education Association President Lowell Johnson leads informational picket in support of KTA.

Joy King

Joy King

Life is difficult for school employees in the Charleston area these days. A new superintendent—backed by the school board—is apparently trying to break the 1,500-member Kanawha Teachers Association (KTA).

Edward Lakey began trying to change policy as soon as he became superintendent last July.

"We've never had collective bargaining," explains KTA President Jewell Wilburn. "But we've had a relationship with past administrators in which we've been able to work out policies and salaries in informal meetings. Lakey is trying to remove everything we've gained over the last 10 years."

The superintendent has changed the longstanding policy of 'last hired, first fired.' His three new criteria for determining which teachers to RIF or transfer should that become necessary are seniority, certification, and 'special competencies.' KTA suspects Lakey will use this last item to lay off or move teachers as he sees fit.

Last fall Lakey refused to grant professional leave to sixth grade teacher Ruth Davis to attend a meeting of the NEA Board of Directors, on which she serves. Davis filed a grievance, and Lakey backed down.

A few weeks later, the superintendent tried to impose a 'gag order' on Kanawha teachers and administrators. He directed any staff member speaking to the media to say as little as possible and inform the school board's PR honcho about the encounter immediately.

KTA stopped that attempt too, through written protests and outspoken attendance at school board sessions.

Lakey also tried to institute a new process for employees wanting to change jobs within the system. The procedure would have included checking credit ratings and driving records. KTA attacked the plan in the media, forcing Lakey to back down.

KTA then filed a grievance charging Lakey and the Kanawha Board of Education with violating teachers' rights of freedom of speech and association. The grievance cited Lakey's refusal to meet with teachers and his failure to inform them of planned changes in board policy.

But under West Virginia grievance policy, the local school board must rule first on grievances. The mid-March vote was 3-2 against KTA. The Association will now appeal to the state superintendent.

Looking on the bright side, KTA President Wilburn observes, "Superintendent Lakey has certainly brought unity to our Association."

State Side

SOUTHEAST

On Saturday, March 23, some 22,000 Arkansas teachers—many wearing homemade badges and black ribbons bearing slogans such as "Testing Under Protest"—became the first practicing teachers in the nation to take a literacy test on which their continued employment as teachers depends.

Texas teachers must take a literacy test by June 1986, and politicians in other states are discussing similar requirements.

"What we Arkansas teachers have found most disturbing," remarks Arkansas Education Association President Peggy Nabors, "is the apparent impossibility of making the public—and the editorial writers—understand that experienced, certified teachers should not have to take basic literacy tests.

"We haven't been able to convince them that such tests are unprecedented—no other profession requires them—and also useless. Literacy tests can identify neither the competent nor the incompetent teachers. Literacy tests are also humiliating, especially when proctors look—as they did here—into handbags and pockets and check to see that calculator watches are removed," Nabors adds.

PACIFIC

The news came as a shock. Washington's new Governor Booth Gardner announced February 28 that his state budget included no salary increase for school employees.

Gardner had campaigned—with active Washington Education Association support—as a strong supporter of public education. Since taking office, he's made it a point to spend one day a month in the public schools.

But at budget time schools and teachers were again told to wait for an improved economy.

"It's really a shame," says WEA President Reese Lindquist. "What began as a legislative session focused on education and excellence has become a struggle for survival instead."

WEA members, wasting no time, deluged the governor and legislators with letters; the Association's member lobby program turned its attention to the budget. At press time, locals were planning one-day walkouts and other mass actions.

WEST

If the newly passed Superior Student Scholarship Act works as planned, the state of Wyoming will soon have a powerful "carrot" to attract academically talented undergraduates into its public school teaching force.

Starting in 1985-86, the new Wyoming Education Association-backed law will create 20 "full-ride" (tuition, board, fees) scholarships each year for use at the University of Wyoming.

The scholarships are considered loans to be repaid—until recipients have taught in Wyoming public schools for three years, at which point the loans are forgiven.

In another lobbying victory for WEA, the 1985 legislative session passed an alternative school scheduling bill designed to reduce student absenteeism. The law will allow districts to reshape the school schedule by, for example, establishing a school week that consists of four academic days and one extracurricular activity day.

MID-ATLANTIC

Virginia Education Association leaders are pleased with the education bills passed during the 46-day 1985 legislative session.

Among the Association-backed items winning approval were a rollback in the required date for children entering kindergarten to turn 5 (from December 31 to September 30), creation of a 24-hour hotline for missing children, and a major boost in the budget for state aid to schools.

Basic state aid per pupil will increase by 18.5 percent next year, and the state will fund three more teachers per 1,000 students (for a total of 57 per 1,000) starting next September.

"The funding improvements should allow districts to increase teacher salaries by at least 10 percent for 1985-86," says VEA President Brenda Cloyd.

MIDWEST

A two-year battle by the South Dakota Education Association paid off in victory recently as the state legislature put a lid on the amount of money school districts may claim as "unencumbered funds"—a popular practice in many parts of the state.

Last year, for example, more than half of South Dakota's districts retained 40 percent of the previous year's general fund expenditures as reserves.

"It's dishonest to tell taxpayers their money is needed for educational programs and salaries and then use it to build up a savings account," says SDEA President Dianna Miller.

NORTHEAST

The Pennsylvania State Education Association (PSEA) has persuaded the legislature to introduce a bill that would finance a minimum $2,000 pay raise for each nonsupervisory professional public school employee and a statewide starting salary of $18,500.

Declining state education aid has reduced available funds for teacher salaries in district budgets, PSEA points out.

To generate more education dollars, PSEA proposes tapping the state budget's projected $201 million year-end surplus—plus rejecting the income tax cuts being recommended by the governor.

OVERSEAS

The Reagan Administration discriminates against married couples. If you doubt that, just ask teachers in the Department of Defense (DOD) overseas schools.

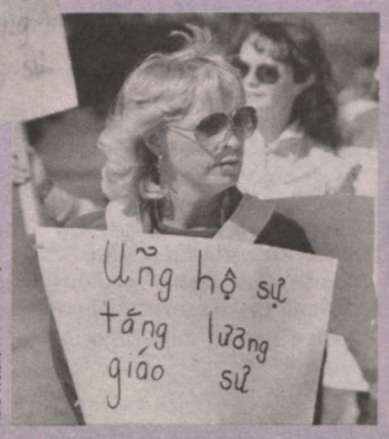
Shortly after taking office in 1981, the President reduced by 25 percent the housing allowance paid to DOD employees married to each other. Unmarried employees living together continue to receive two full housing allowances.

NEA's 4,200-member Overseas Education Assocation (OEA) has now filed suit against Defense Secretary Caspar Weinberger on behalf of 35 married overseas teachers, charging that the benefits cut violates the Fifth Amendment guarantee of equal protection.

"OEA is trying to protect the sanctity of the family by stopping the Reagan administration from penalizing couples who choose a family lifestyle," explains OEA president Jack Rollins.

MISSISSIPPI TEACHERS STRIKE

Three Weeks That Shook the Magnolias



Herb Welch, *The Sun/Daily Herald*

Gene Phelps

Tim Isbell, *The Sun/Daily Herald*

An unprecedented sight in Mississippi: picketing teachers in (counterclockwise from top left) Biloxi, Hattiesburg, and Long Beach. Picket sign geared to the many Vietnamese immigrants in Biloxi says "Give teachers a raise."

They're back in school now. They walked the picket line for three and a half weeks: 9,300 teachers from some 60 school districts, in Mississippi's first-ever statewide job action.

But things aren't back to normal in the Magnolia State.

"We have risen from our knees," says Alice Harden, president of the Mississippi Association of Educators (MAE), "and we'll never be forced down again. The overall battle to improve education in our state has been joined."

The statewide walkout had its roots in a package of education reforms passed in 1982. The reform package called for Mississippi teachers to receive yearly pay hikes until their salaries reached the southeastern average.

The first year after the reforms passed, teachers received a raise, as promised. But in 1984 they got no increase at all.

"The politicians were quick to make promises when they needed our support," says Harden, "but they forgot about us just as quickly when it came time to stay true to their commitments."

The 1985 session of the legislature was once again reluctant to talk about increasing teacher salaries. Even Governor Bill Allain—who had run for office with teacher support—was making noises about the state's not being able to afford adequate teacher pay.

That's when MAE took action. In late February, beginning with three locals near the Gulf coast, members defied a state court's restraining order and walked off the job.

The strike spread like wildfire. With one-third of Mississippi's teachers and students out of school—and more locals joining the strike every day—legislators could no longer ignore the dismal state of teacher salaries that barely average $15,000 a year—the nation's lowest.

The governor vowed to veto any proposed raise that went beyond $1,500. The legislature gave him that opportunity—and then overwhelmingly overrode his veto to enact into law a $4,400 salary hike over the next three years, with a $2,400 increase the first year.

The package represents the largest single salary boost for teachers in Mississippi history. It will raise the average salary to the $20,000 level by 1987.

"This is a terrific first step," says MAE President Harden, "toward building the kind of statewide unity that education must have if we're to see any real improvement in our state."

INTERNATIONAL

The 'French Connection'

Public funding of private schools has been tried in France—and failed

by Frances C. Fowler

Posters throughout France screamed the message: "Everyone come to Paris June 24! For freedom! Private schools will live!"

In the center of each poster a powerful fist brandished what at first glance appeared to be a nuclear warhead. Closer examination revealed it was actually an oversized pencil.

We were a group of American teachers and Association leaders, chaperoning 32 high school students on a tour of France last summer. Curious, we asked our Paris guide what was going on.

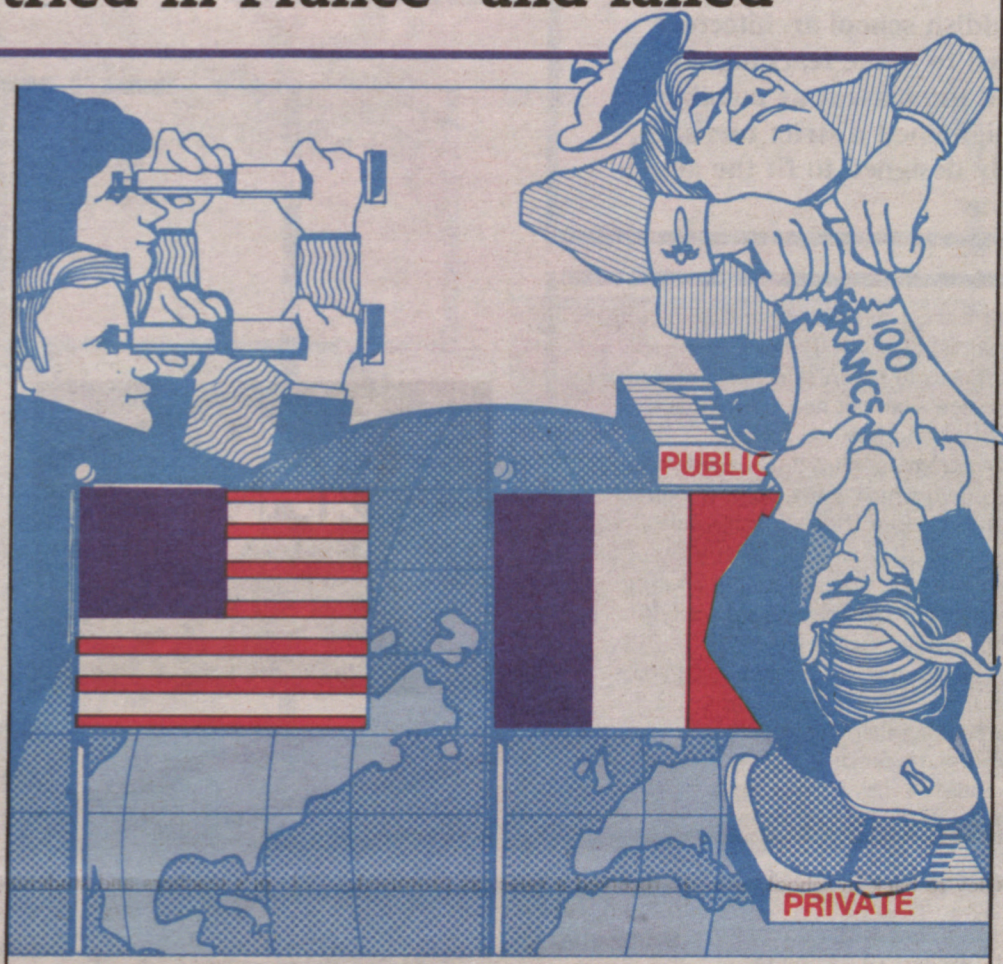
"Oh, there's going to be a big demonstration here Sunday," she explained. "They're expecting over a million protest marchers. And it's all because this ridiculous government of ours is trying to do away with private schools. What'll they dream up next?"

In fact, her "ridiculous" government was simply trying to reform the laws governing private education in France. The proposed reforms included greater government control over the administration and curriculum of private schools as well as granting tenure to private school teachers.

Since private education in France is almost completely supported by tax money, most Americans would consider such changes reasonable, rather than ridiculous.

Our group knew little about French law or France's longstanding and bitter "school war." So we heaved sighs of relief as our bus rolled out of Paris early June 24, passing hundreds of uniformed policemen frantically setting up barricades along the sidewalks and stationing paddy wagons at strategic intersections.

We were only too glad to leave the French to fight their own political battles. It wasn't til we got back home that we realized: if certain groups in the United States have *their* way, we may well be fighting a "school war" of our own in the not too distant future.



French private education hasn't always been government subsidized. In the 1880s, a series of laws established France's public school system—making it free, compulsory, and nonsectarian. Private and parochial schools existed, but they received little or no support from tax funds. The French adhered to the same general principle Americans still follow: private money for private schools; public money for public schools.

Frances C. Fowler, a member of the Tennessee Education Association board of directors, has taught elementary school in Tennessee's Anderson County for 12 years. She speaks fluent French.

This principle is dead in France—victim of the desire to provide "competition" for the public schools. At a time when neoconservatives in the United States are noisily advocating tuition tax credits and vouchers for the very same reason, the French experience assumes a terrifying relevance for us.

Shortly after World War II, French political conservatives formed an alliance with Catholic groups. Styling themselves defenders of "educational freedom," they advocated numerous changes in French law—all of which advanced private education.

Their first victory came in 1951, with passage of a law granting every household an annual allowance of nine dollars for each elementary school child. Public school students' allowances were deposited in a government account used for maintaining and equipping school buildings. Private school pupils' allowances were paid directly to the schools—no strings attached.

The act provided token, supposedly temporary, support for private schools. But as one leader of the "educational freedom" group noted, "This law is the first hole in the wall. Everything else will pass through this hole."

Over the next eight years many things *did* pass through the hole. The modest allowances were greatly increased—and extended to kindergartners and secondary students.

Then, in 1959, France took another step toward establishing two state-supported school systems. The Debré Act was passed, providing that the French government would pay the salaries of private school teachers.

The Debré Act was to be in effect for only nine years—and its stated goal was to bring the private and public systems together in preparation for eventual unification. In fact, this law significantly enlarged the "hole in the wall," and many more private education benefits passed through it. Not surprisingly, it was extended in 1968, the "temporary" subsidies proving rather permanent.

The entire wall collapsed in 1977, with passage of a law that permanently established two competing school systems—public and private—both financed by the government. The transformation of French education was complete.

France's private school system enjoys numerous advantages. Private schools select their students and can design flexible curriculums. Principals hire and fire their teachers—who are not tenured. The schools can (and do) charge tuition in addition to receiving state funds. Parents can choose which private school to send their children to.

Public schools, on the other hand, must accept all children in their district who wish to attend. They must follow the rather rigid state curriculum and accept the teachers assigned by the Department of Education. Needless to say, they cannot charge tuition. Parents who choose public education must send their children to the local school. This may be competition, but it's scarcely fair.

The key question is how this competition has affected French education. Does subsidizing private schools improve education and lead to a scholastic utopia in which all children learn, all parents are content, and citizens can bask in the knowledge that they have provided the best possible education for their country's children?

Hardly. Two results that one might expect have not materialized. The percentage of children enrolled in public schools has not gone down—it has actually risen slightly. Nor are private schools outshining public ones academically.

But state support of private schools has had at least three negative effects on French education and French society as a whole.

It's led to the development of two fiercely competing education lobbies. Private school supporters—fearing that an improved public school system will cause private schools to lose students—have worked successfully to block both meaningful reform and adequate funding of public schools.

The result is a public system that even its strongest supporters consider poorly equipped to prepare students for today's world. Since 84 percent of French children attend public schools, this is a serious national problem.

A second harmful consequence is a tendency toward school segregation by social class, race, and national origin. Native-born, white, middle- and upper-class French children are disproportionately represented in the private schools. Immigrants (many of whom are non-white) and working-class children are disproportionately represented in the public schools. It doesn't take much imagination to see how this tendency would play out in the United States—a far more heterogeneous country than France.

Finally, the "school war" has deepened the already existing divisions in French society. Politically, the country is bitterly polarized over the issue. An even more alarming development is the splintering of French society along religious and philosophical lines. Originally, only Catholic religious organizations supported private schools. Today, however, other religious groups are increasingly involved in setting up private schools.

Two leaders of a French public school organization warn in a recent book that France may soon have a multiplicity of private school systems—separating the country's children along religious and philosophical lines.

These are the dangers inherent in neoconservative proposals that Americans try a "bold new experiment" by providing government support for private education. The experiment may be bold, but it's certainly not new. It's been tried in France—and it's failed.

As Americans, we need to do two things. We need to ask our neoconservatives what their *real* motives are for advocating government support for private education. And we need to decide whether we intend to learn from history . . . or to repeat it.

'School War' Casualties

In late July 1984, the French Government capitulated to political pressure from supporters of private schools. It withdrew the bill that would have provided greater government control over state-supported private education. The Minister of Education resigned, and the French Cabinet was reshuffled.

BLUEPRINT FOR LEARNING

TITLE

SCHOOL BUILDINGS THAT WORK

PLAN NOTES

We've had decades of faddish school architecture that often seemed intended to make teaching and learning as inefficient and unpleasant as possible. But now and then an enlightened district turns up, where schools are actually designed to fit the activities of those who use them.

Teachers and principals call it the convention syndrome (not to be confused with Legionnaires' disease). They mean the tendency of school district officials to go off to national meetings and come back converted to some new—but not necessarily digestible—style of curriculum or school architecture.

In the 1970's, the convention syndrome produced the *open school*—that undifferentiated space into which entire student bodies were tumbled, like so many dice from a cup. Nobody can recall a *teacher* ever asking for an open school.

Oklahoma City UniServ Director David DuVall taught at an open school in Norman, Okla., in the 1970s. "The open school really forced you to change your teaching methods," he recalls.

Or, in architectural parlance, "Function followed form." Of course it's supposed to be the other way round. First, decide how you want to teach, then design a building that will allow you to teach that way. Make form follow function.

In the schools pictured here—Sunset Valley Elementary in Austin, Texas (*top*), and Norman High School in Norman, Okla. (*lower left and right*), form does follow function—because teachers were involved in designing both schools.

In 1983-84, fourth grade teacher Vivien Richard represented the Austin Association of Teachers (AAT) on the district's elementary "educational specifications" committee. This panel and its secondary counterpart each included five to ten classroom teachers appointed to spell out for architects the space and equipment needs of each grade and subject area. Austin has a $210 million school construction program under way.

"We found that Sunset Valley, a school built in 1971, had many elements that teachers liked," Richard explains, "so it's become a kind of prototype for our nine new elementary schools."

In Norman, the school board formed a committee of 10 teachers from Norman High. They were asked to meet with architects and design a renovation that would allow students to do independent study in library and resource rooms yet remain under faculty supervision. The photos opposite show some of their results.

Of course, no matter how good a school design is this year—whether instructional or architectural—it's not likely to last forever.

Consider what's happened at Council Rock Intermediate School in Richboro, Pa., a model team-teaching school when it was designed—by teachers—in the 1960s.

Association member Herb Stoner still teaches science there, but no longer as one a of a team. "Enrollment growth killed the team-teaching concept," he explains. "We went from grades 7-8 to grades 6-7-8, class size moved from 23 to 33, and we had to partition rooms.

"The bottom line is economics; school boards move kids where they fit most cheaply. I suppose they have to. But that's what determines educational philosophy—not the other way round.

"Still, the design effort was worth it, because we were essentially determining our own working conditions. That kind of involvement creates good staff morale, which makes for better teaching. In the long run a contented faculty means students learn more than they would otherwise."

—Nancy R. Needham

Peter A. Silva

Peter A. Silva

Steve Jennings

Steve Jennings

GENERAL NOTES

Run ledge around wall (for holding pen and ink sketches, etc.); use floor space for up to 25 easels. (Per Jacklyn Faulkner, art teacher, Norman High School.)

FORM FOLLOWS FUNCTION

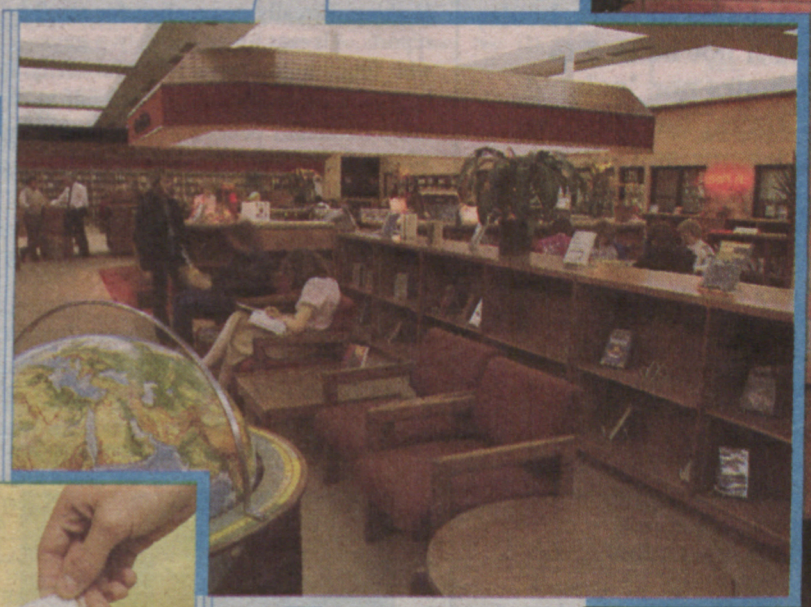
Enlarge corridor outside classrooms for extra teaching space; allow for oversize drawers (as at Sunset Valley, Austin).

Provide space in Norman High library for carrels, soft chairs, tables with chairs; put social studies and language arts resource centers across connecting hallway.

Steve Jennings

Peter A. Silva

Steve Jennings



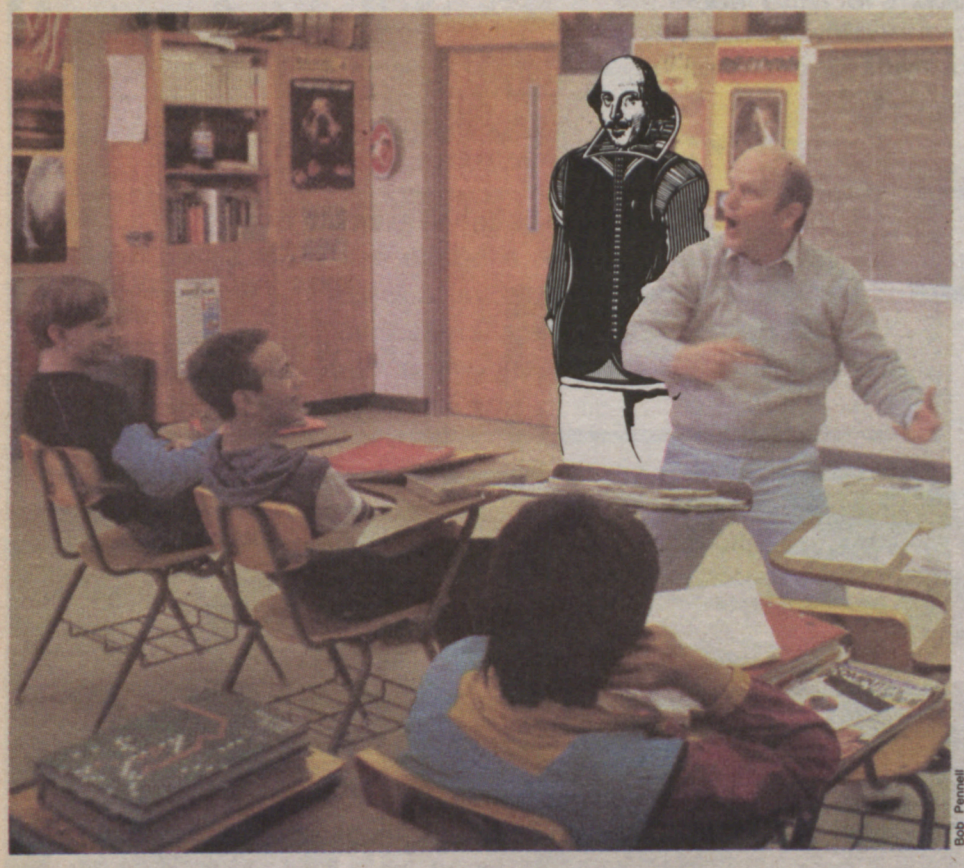
Steve Jennings

Steve Jennings

Create self-contained area for library and resource centers (see Norman High teacher committee requests for single entry/exit, computerized roll-taking using student ID cards, restrooms within area).

IN THE CLASSROOM

Have *Your* Students Met the 'Avon Man'?


Bob Pennell

In teaching Shakespeare, the play's the thing—and spoonfeeding is definitely NOT the way to go.

Prince T-shirt and jeans have given way to an outrageous plumed hat, red silk tunic, and knickers. The obligatory sword dangles awkwardly.

The eighth grader scans the stagelights, savoring the high drama of silence before continuing.

"*... What a piece of work is man! How noble in reason! How infinite in faculties! In form and moving, how express and admirable! In action, how like an angel! In apprehension, how like a god! The beauty of the world! The paragon of animals! And yet, to me, what is this quintessence of dust?*" (*Hamlet*, Act II, scene ii)

"A paragon of animals?" "This quintessence of dust?" Not only does the 13-year-old pronounce the words right, he delivers them with a credible British inflection a la Richard Burton.

It's showtime. This is the Secondary School Shakespeare Festival, held each March at the Folger Shakespeare Library in Washington, D.C. English and drama classes from miles around come to compete before a panel of judges in 30-minute scenes from Shakespeare's plays.

Students in velvet gowns, colorful tights, satin britches, wild makeup, theatrical wigs, and clown garb are vigorously striving to restore the Elizabethan playwright to a place of honor in the computer age.

Emily Graves, an eighth grader at Stephen Foster Intermediate School in Fairfax County, Va., says she began to appreciate the "melodrama" of the man from Stratford-on-Avon when she performed his plays in drama class. "At first I hated Shakespeare," she admits, "because the language was so hard to understand. But having acted it out I can see how much *feeling* he put into his work. Now I not only know what the language means, I think it's fun."

Emily Graves and other appreciative teenagers help underscore a fact that Shakespeare-loving teachers have known for years: no one can be truly educated without a knowledge of the Bard, but acquiring that knowledge need *not* be like taking "it's good-for-you" medicine.

"I am no breeching scholar in the schools; I'll not be tied to hours nor 'pointed times, but learn my lessons as I please myself." *(The Taming of the Shrew,* Act III, scene i)

"There's a lot of stale air that can spoil kids' appreciation of Shakespeare," contends the Folger Library's education coordinator, Peggy O'Brien, a former high school English teacher. "The Renaissance was actually a hot, dangerous, dynamic time to be alive. When teachers stop thinking in terms of some pale, refined era, they usually come to a new appreciation of what Shakespeare has to say."

O'Brien recalls the difficulties she faced as a teacher trying to get students to appreciate the soul-searching soliloquies of *Hamlet* or the playful banter of *A Midsummer Night's Dream.* Then came an important discovery. "Something magical happens when kids are asked to *perform*," O'Brien found. "They love it. They're natural hams."

Shakespeare wasn't writing literature, O'Brien reminds the teachers in her periodic classroom workshops. He was writing for performance. "He'd probably be working for the Bill Cosby show if he were alive today," she quips.

Along with 40 other junior and senior high school teachers from around the nation, Vermont's Oxbow High School English teacher Arnold Shields spent four weeks last summer at the Folger Library attending a Teaching Shakespeare Institute sponsored by the National Endowment for the Humanities.

"Before my month at the Folger," Association member Shields says, "the complexities of Shakespeare's plots, characters, and language had made me want to simplify him and spoonfeed him to my students. Now I've come to the conclusion that a study of the complexity of each play—understanding the problems and not worrying about the solution—can be a much better approach.

"Introducing students to the 'problems' of a play and getting them to realize that Shakespeare frequently doesn't provide an answer—because he's assuming the answer lies in the minds of his audience—can be exciting," Shields adds.

"All the world's a stage, and all the men and women merely players..." (*As You Like It*, Act II, scene vii)

As for performance, Shields now works to get maximum theatrical mileage out of each play. "After an initial reading from a scene, I now have students perform a 'dumb show' in which they tell the story without using words. Next, I have them act out the scene using their own words instead of Shakespeare's."

The truth of playwright Ben Jonson's contention that "Shakespeare's work is not for an age but for all time" came home recently to David Forche, a junior at Yorktown High School in Arlington, Va.

"When we acted out *Much Ado About Nothing*, it really came alive for me," he reports. "It was about these two guys who found a guy and a girl who really hate each other and make them fall in love. I couldn't believe it. That's exactly what a friend and I tried to do with some kids we knew last year."

The contemporary applications aren't lost on Milford (Del.) Middle School English teacher William Warner, either. He and his students have just completed a production of *The Love Galleon: Twelfth Night at Sea* in which they transformed Shakespeare's imaginary island of Illyria into a modern-day cruise ship.

"Shakespeare's plays still work today, because the themes are timeless—love, jealousy, greed, you name it," Warner says. "And I use the plays with my gifted and talented kids because they teach them to think clearly. Not to mention what Shakespeare does for their reading ability and vocabulary."

Laurie B. Huse

Turning 20th century students on to the 16th century Bard has caused Vermont English teacher Arnold Shields to reexamine some basic assumptions about how kids confront complexity.

Warner finds the inventiveness of Shakespeare's language is a precious commodity in an era of "teenspeak." It provides students with the same rich linguistic legacy that educated men and women have handed down over the ages.

Yet if you accept the notion that an appreciation for Shakespeare is one of the marks of a learned person, you may question whether this appreciation should be reserved for only a high-achieving elite. Many NEA members refuse to accept that notion.

Oregon Teacher of the Year Rick Wetherell—whose classroom in North Bend gets an unexpected visitor in the illustration at left—has determinedly bucked the "dumbing down" urge in recent years. He insists on exposing his non-college-bound high school students to Shakespeare.

"Shakespeare's plots and poetry fascinate these students," Wetherell says. "It's a refreshing break from the speed reading and the basic survival English skills they're repeatedly given."

Wetherell began by using adapted works designed for children. But the students clamored for "the real thing." He now uses the adaptations to introduce kids to the basic plots, while having them read aloud from the actual work.

"And let me speak to the yet unknowing world how these things came about..." *(Hamlet,* act V, scene ii)

The Folger's O'Brien agrees that Shakespeare can be taught at all levels of academic ability—and to students as young as elementary school. "It's important to keep in mind that Shakespeare wrote for all strata of society," she counsels. "Not everyone could be expected to understand every line. Nor do teachers have to."

Wetherell's 18-year teaching career has taught him that "students generally do what is expected of them. When expected to misbehave, they will. When expected to fail, they do. When expected to read Shakespeare and excel, they'll shoot off the top of the charts."

For those views, Wetherell has earned a reputation as a "Shakespeare freak."

"Every school needs at least one," Wetherell believes. "I'm just happy to play that part."

—Vicky Lytle

As You Need It

For information about the annual Folger Shakespeare Library "Teaching Shakespeare" Institute, the Children's or Secondary School Shakespeare Festival, or the elementary or high school Teacher's Workshop, contact the Education Program, Folger Shakespeare Library, 201 East Capitol Street, S.E., Washington, DC 20003.

Your NEA

Proposed Amendments To the NEA Constitution, Bylaws, and Standing Rules For Vote by the 1985 NEA Representative Assembly

This issue of *Proposed Amendments to the Constitution, Bylaws, and Standing Rules* contains all amendments that have been submitted in accordance with Article IX of the Constitution and Standing Rule 9 no later than 120 days preceding the NEA Annual Meeting.

Further information may be obtained from the NEA Executive Office, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (telephone 202-822-7000).

(Deletions are in brackets; additions are underscored.)

NEA COMMITTEE ON CONSTITUTION, BYLAWS, AND RULES

E. ANNE MOUDY
Indiana, Chairperson

ELLEN LOGUE
California

ARLENE H. MITCHELL
Pennsylvania

HORACE M. MAYO
Minnesota

LARRY L. RUTH
New York

Constitution amendments 1 through 7 require a ⅔ vote.

AMENDMENT 1

Title: TO SUBSTITUTE FOR THE PHRASE "UNITED TEACHING PROFESSION" THE PHRASE "PROFESSION OF EDUCATIONAL PERSONNEL" IN THE PREAMBLE OF THE CONSTITUTION.

Preamble

We, the members of the National Education Association of the United States, in order that the Association may serve as the national voice for education, advance the cause of education for all individuals, promote professional excellence among educators, gain recognition of the basic importance of the teacher in the learning process, protect the rights of educators and advance their interests and welfare, secure professional autonomy, unite educators for effective citizenship, promote and protect human and civil rights, and obtain for its members the benefits of an independent [, united teaching profession] profession of educational personnel, do hereby adopt this Constitution.

Submitted in accordance with the Constitution, Article IX, Section 1.b. (by petition of at least 50 delegates).
Contact person: Ruthanne Phillips, Missouri

AMENDMENT 2

Title: TO PROVIDE THAT NEA RETIRED MEMBERS SHALL BE COUNTED WITH ACTIVE AND EDUCATIONAL SUPPORT MEMBERS IN THE ALLOCATION OF DELEGATE CREDENTIALS TO STATE AND/OR LOCAL AFFILIATES.

Article II. Membership

Section 1. Classes of Membership.

Membership in the Association shall comprise classes of Active, Retired, and Educational Support members and such other classes as may be provided in the Bylaws.

Article III. Representative Assembly

Section 2. Allocation of Delegates.

a. Allocation of delegate credentials to state affiliates shall be based on the ratio of 1:1,000 Active, Retired, and Educational Support Association members within the state. . . .

b. Allocation of delegate credentials to local affiliates shall be based on the ratio of 1:150 Active, Retired, and Educational Support Association members or major fraction thereof. Local affiliates within a state may similarly join together to form membership units for the purpose of representation. Allocation of delegate credentials for such clustered local affiliates shall be based on the ratio of 1:150 Active, Retired, and Educational Support Association members or major fraction thereof.

Bylaw 3. Representative Assembly

3-1. Allocation of Delegates.

a. Allocation of delegate credentials to unified state and local affiliates shall be on the basis of Active, Retired, and Educational Support membership in the Association as of January 15 of the calendar year in which the Representative Assembly convenes.

e. Allocation of delegate credentials for Retired members of the Association within each state that does not provide unified Retired membership shall be made to state affiliates based on the ratio of 1:500 for the first 500 Retired members and an additional delegate for each 1,000 Retired members thereafter.

Submitted in accordance with the Constitution, Article IX, Section 1.b. (by petition of at least 50 delegates).
Contact person: Rita Winterbourne, Maryland

AMENDMENT 3

Title: TO DECLARE THE RESOLUTIONS ADOPTED BY THE REPRESENTATIVE ASSEMBLY TO BE THE PREEMINENT POLICY STATEMENT OF THE ASSOCIATION.

Article III. Representative Assembly

Section 8. Policies and Objectives.

a. The resolutions adopted by the Representative Assembly shall be the preeminent policy statement of the Association;

b. The Representative Assembly may periodically establish specific objectives in the pursuance of the stated goals of the Association.

Submitted in accordance with the Constitution, Article IX, Section 1.b. (by petition of at least 50 delegates).
Contact person: Charles E. Nunnelee, Alabama

AMENDMENT 4

Title: TO EXTEND THE TERMS OF EXECUTIVE OFFICERS FROM TWO (2) TO THREE (3) YEARS EFFECTIVE WITH THE 1985 REPRESENTATIVE ASSEMBLY; AND TO MAINTAIN THE CURRENT PATTERN OF STAGGERED TERMS FOR EXECUTIVE OFFICERS.

Article IV. Executive Officers

Section 3. Elections, Terms, and Salaries.

a. [In odd numbered years] Effective with the 1985 Representative Assembly and each third year thereafter, the President and the Vice-President shall be nominated at and elected by the Representative Assembly at the Annual Meeting in accordance with this Constitution, the Bylaws, and the Standing Rules.

b. [In even numbered years] Effective with the 1986 Representative Assembly and each third year thereafter, the Secretary-Treasurer shall be nominated at and elected by the Representative Assembly at the Annual Meeting in accordance with this Constitution, the Bylaws, and the Standing Rules.

d. The terms of the President, of the Vice-President, and of the Secretary-Treasurer shall be [two (2)] three (3) years beginning September 1 following their election. . . .

Section 5. Succession and Vacancies.

b. If during the first or second year of a term a vacancy in either the office of Vice-President or the office of Secretary-Treasurer occurs, such vacancy shall be filled by the Board of Directors, which shall elect a successor to serve until the next meeting of the Representative Assembly. The Representative Assembly shall then elect a successor for the remainder of the term. In the event a vacancy occurs during the [second] third year of a term, the Board of Directors shall elect a successor for the remainder of the term.

Submitted in accordance with the Constitution, Article IX, Section 1.b. (by petition of at least 50 delegates).
Contact person: Robert Chaffee, Vermont

AMENDMENT 5

Title: TO REMOVE THE LIMIT ON THE TOTAL NUMBER OF TERMS THAT AN EXECUTIVE OFFICER, A STATE OR RETIRED DIRECTOR, OR AN EXECUTIVE COMMITTEE MEMBER MAY SERVE; AND TO PROVIDE THAT THEY MAY SERVE NO MORE THAN TWO (2) TERMS IN SUCCESSION.

Article IV. Executive Officers

Section 3. Elections, Terms, and Salaries.

d. The terms of the President, of the Vice-President, and of the Secretary-Treasurer shall be two (2) years beginning September 1 following their election. Each executive officer shall remain in office through August 31 of the year in which a successor is elected, unless otherwise provided in the Constitution. An executive officer shall serve no more than two (2) terms in succession in the office to which elected.

Article V. Board of Directors

Section 2. Terms of Office.

b. NEA state and retired directors shall serve no more than two (2) terms in succession.

Article VI. Executive Committee

Section 2. Qualifications and Term of Office.

a. Terms of the Executive Committee members other than the executive officers shall be three (3) years beginning September 1 following the election. Such members of the Executive Committee shall not serve more than two (2) terms in succession.

Submitted in accordance with the Constitution, Article IX, Section 1.b. (by petition of at least 50 delegates).
Contact person: Gayle Pierce, Alaska

AMENDMENT 6

Title: TO PROVIDE THAT THE STATE AFFILIATE PRESIDENTS SHALL SERVE AS EX OFFICIO MEMBERS OF THE BOARD OF DIRECTORS WITH FULL RIGHTS OF PARTICIPATION.

Article V. Board of Directors

Section 1. Composition.

The Board shall consist of (a) at least one (1) state director from each association affiliated with the Association as a state affiliate, (b) at least one (1) retired director for the Retired members of the Association, and (c) at least one (1) student director for the Student members of the Association. . . .

The executive officers, [and other] members of the Executive Committee, and state affiliate presidents shall be members of the Board of Directors ex officio with full rights of participation. State affiliate presidents shall be included in applying the requirements of subsections c, d, e, and f below.

Bylaw 5. Board of Directors

5-1. Election.

a. A majority vote of those voting shall be necessary to elect an NEA director. Except as otherwise provided in Article V of the Constitution, members of the Board of Directors (including state affiliate presidents serving as NEA directors ex officio) shall be elected by secret ballot for each individual office (i) by the Active and Educational Support NEA members within each state or (ii) by the Active and Educational Support NEA members elected to serve as delegates to the state representative body, but only if all Active and Educational Support NEA members in the state who meet all other relevant requirements are eligible to vote for and serve as delegates to the state representative body. . . .

b. No change

c. Terms of the state and retired directors shall be staggered [except for student directors].

d. If on May 31 of each of two (2) consecutive years the Active and Educational Support Association membership within a state unit or the Retired membership or the Student membership of the Association is less than that required to establish and maintain the positions of its directors, the number of [its] the additional state or retired or student directors shall be reduced according to the membership on the second of such two (2) consecutive years.

5-5. Membership Restriction.

A state director shall immediately relinquish the position held on the Board when such director ceases to be employed in the category represented.

Submitted in accordance with the Constitution, Article IX, Section 1.d. (by majority vote of the NEA Board of Directors).
Contact person: John I. Wilson, North Carolina

AMENDMENT 7

Title: TO PROVIDE THAT THE STATE AFFILIATE PRESIDENTS OR THEIR DESIGNEES SHALL SERVE AS EX OFFICIO MEMBERS OF THE BOARD OF DIRECTORS WITH FULL RIGHTS OF PARTICIPATION.

Article V. Board of Directors

Section 1. Composition.

The Board shall consist of (a) at least one (1) state director from each association affiliated with the Association as a state affiliate, (b) at least one (1) retired director for the Retired members of the Association, and (c) at least one (1) student director for the Student members of the Association. . . .

The executive officers, [and other] members of the Executive Committee, and state affiliate presidents or their designees shall be members of the Board of Directors ex officio with full rights of participation. State affiliate presidents or their designees shall be included in applying the requirements of subsections c, d, e, and f below.

Submitted in accordance with the Constitution, Article IX, Section 1.b. (by petition of at least 50 delegates).
Contact person: Richard Collins, Wisconsin

Bylaw amendments 7A through 16 require a majority vote.

AMENDMENT 7A

Title: TO CREATE A SUBSTITUTE TEACHER MEMBERSHIP CLASS FOR TEACHERS WHO ARE EMPLOYED ON A DAY-TO-DAY BASIS; TO PROVIDE THAT SUCH MEMBERS SHALL RECEIVE EDUCATORS EMPLOYMENT LIABILITY COVERAGE AND OTHER ASSOCIATION BENEFITS AND SERVICES AS AUTHORIZED BY THE BOARD OF DIRECTORS; AND TO ESTABLISH THE DUES OF SUBSTITUTE TEACHER MEMBERS AT TEN DOLLARS ($10) PER YEAR.

Bylaw 2. Membership

2-1. Classes.

a. There shall be [seven (7)] eight (8) classes of membership in the Association: Active, Staff, Educational Support, Substitute Teacher, Student, Retired, Reserve, and Associate.

e. Substitute Teacher membership shall be available to teachers who are employed on a day-to-day basis. Substitute teacher members shall receive Educators Employment Liability coverage and other benefits and services of the Association authorized by the Board of Directors.
(Reletter e through i as f through j.)

2-7. Membership Dues.

i. Dues for Substitute Teacher members shall be ten dollars ($10) yearly.
(Reletter j and k as l and m.)

Submitted in accordance with the Constitution, Article IX, Section 1.a. (by petition of at least 100 Active and/or Educational Support members from two or more states).
Contact person: Larry Koenck, Minnesota

AMENDMENT 7B

Title: TO EXTEND ACTIVE MEMBERSHIP TO EXCHANGE TEACHERS WHO ARE REGULARLY EMPLOYED AS TEACHERS IN OTHER COUNTRIES; AND TO PROVIDE THAT THE NEA ACTIVE MEMBERSHIP DUES FOR SUCH A MEMBER SHALL BE WAIVED IF THE EXCHANGE TEACHER CONTINUES TO HOLD MEMBERSHIP IN HIS OR HER NATIONAL TEACHER ORGANIZATION, IF THAT ORGANIZATION GRANTS FULL MEMBERSHIP RIGHTS AND A DUES WAIVER TO ANY NEA MEMBER WHO IS AN EXCHANGE TEACHER IN THAT COUNTRY, AND IF THE RELEVANT NEA STATE AND LOCAL AFFILIATES GRANT FULL MEMBERSHIP RIGHTS AND A DUES WAIVER TO THE EXCHANGE TEACHER.

Bylaw 2. Membership

2-1. Classes.

b. Active membership shall be open to any person (i) who is engaged in or who is on a limited leave of absence from professional education work or (ii) who is serving as an executive officer of the Association or of a state or local affiliate.

(Deletions are in brackets; additions are underscored.)

An Active member[s] shall hold or shall be eligible to hold a baccalaureate or higher degree or the regular teaching, vocational, or technical certificate required by [their] his or her employment or shall be an exchange teacher who is regularly employed as a teacher in another country. Active membership is limited to persons who support the principles and goals of the Association and maintain membership in the local and state affiliates where eligible.

2-7. Membership Dues.

b. The dues of an Active member who is an exchange teacher from another country shall be waived, provided that the exchange teacher continues to hold membership in a national teacher organization in his or her country of residence, the national teacher organization grants full membership rights and a dues waiver to any NEA member who is an exchange teacher in that country, and the relevant state and local affiliates grant full membership rights and a dues waiver to the exchange teacher.

(Reletter subsequent sections.)

Submitted in accordance with the Constitution, Article IX, Section 1.d. (by majority vote of the Board of Directors).
Contact person: E. Anne Moudy, Indiana

AMENDMENT 7C

Title: TO REQUIRE NEA RETIRED MEMBERS TO MAINTAIN MEMBERSHIP IN THE STATE AFFILIATE IF THE AFFILIATE HAS A MEMBERSHIP CATEGORY FOR RETIRED MEMBERS AND GRANTS GOVERNANCE RIGHTS TO SUCH MEMBERS.

Bylaw 2. Membership

2-1. Classes.

f. Retired membership shall be open to any retired employee of a school district, college or university, or other institution devoted primarily to educational work. Retired membership is limited to persons who support the purposes and programs of the Association. Retired members shall maintain membership in the state affiliate provided the affiliate has a membership category for retired members and provided the affiliate grants such members at least the right to serve as delegate to its delegate assembly or equivalent body and to be counted toward the representation entitlement for such body.

Submitted in accordance with the Constitution, Article IX, Section 1.d. (by majority vote of the Board of Directors).
Contact person: Joseph W. Westbrook, Tennessee

AMENDMENT 8

Title: TO DENY ASSOCIATION MEMBERSHIP TO A MEMBER OF A SCHOOL BOARD OR BOARD OF TRUSTEES OF A HIGHER EDUCATION INSTITUTION AS WELL AS TO A MEMBER OF A NEGOTIATING TEAM REPRESENTING SUCH A BOARD PURSUANT TO THE CONDITIONS SET FORTH IN BYLAW 2-3.d.

Bylaw 2. Membership

2-3. Rights and Limitations.

d. An individual who is a member of a negotiating team representing a school board or who is a member of a school board or representing a board of trustees of a higher education institution or who is a member of a board of trustees of a higher education institution shall be denied membership if such denial is requested by a governing body of an Association affiliate in the school district or higher education institution in question. The Executive Committee shall adopt rules for implementing this Bylaw.

Submitted in accordance with the Constitution, Article IX, Section 1.b. (by petition of at least 50 delegates).
Contact person: Jane R. Stern, Maryland

AMENDMENT 9

Title: TO INCREASE BY .00025 THE AMOUNT OF ACTIVE MEMBERSHIP DUES ALLOCATED TO UNISERV GRANTS BY REDUCING BY .00025 THE AMOUNT OF ACTIVE MEMBERSHIP DUES INTENDED FOR BUDGETARY ALLOCATIONS OTHER THAN UNISERV.

Bylaw 2. Membership

2-7. Membership Dues.

a. Dues of Active members shall be [.00225] .002 times the national average annual salary of classroom teachers in the public elementary and secondary schools (rounded to the nearest dollar) plus [.00055] .0008 of the national average annual salary of classroom teachers in the public elementary and secondary schools (rounded to the nearest dollar) to be allocated to UniServ grants according to the policy of the Board of Directors. . . .

Submitted in accordance with the Constitution, Article IX, Section 1.b. (by petition of at least 50 delegates).
Contact person: George Larson, Massachusetts

AMENDMENT 9A

Title: TO EXTEND TO EDUCATIONAL SUPPORT MEMBERS THE DUES CREDIT FOR MEMBERSHIP IN STUDENT NEA WHICH IS AVAILABLE TO FIRST-YEAR TEACHERS WHO JOIN THE ASSOCIATION DURING THEIR FIRST YEAR OF MEMBERSHIP ELIGIBILITY; TO PROVIDE THAT EDUCATIONAL SUPPORT MEMBERS MAY SERVE ON THE REVIEW BOARD; TO DEFINE THE TERM "EDUCATIONAL SUPPORT MEMBER"; AND TO REORDER THE PROVISIONS OF BYLAW 2-1 AND BYLAW 2-7 SO THAT THEY APPROPRIATELY REFLECT THE STATUS OF EDUCATIONAL SUPPORT MEMBERS WITHIN THE ASSOCIATION.

Bylaw 2. Membership

2-7. Membership Dues.

b. The Association shall allow credit to first-year teachers or Educational Support members who join the Association during their first year of membership eligibility, the reduction of their dues being ten dollars ($10) per year for each year of their membership in Student NEA up to four (4) years. The first-year teacher or Educational Support member shall provide proof of membership in Student NEA to be eligible for credit.

c. The membership fee for persons eligible for Active membership and Educational Support membership who are regularly employed for fifty (50) percent or less of the normal schedule for a full-time [faculty member] employee (as verified by the local association) shall be one-half (½) of the Active or Educational Support membership dues, as appropriate.

(In addition, the provisions of Bylaw 2-1 and 2-7 will be relettered as indicated below.)

2-1. Classes.

a. No change
b. No change—Active membership
c. Educational Support membership (current d)
d. Student membership (current e)
e. Retired membership (current f)
f. Reserve membership (current h)
g. Staff membership (current c)
h. Associate membership (current g)
i. No change.

2-7. Membership Dues.

a. No change—Active membership dues
b. Educational Support membership dues (current g)
c. Credit for first-year teachers (current b)
d. Half dues for persons employed 50 percent or less of the normal schedule (current c)
e. Reduced dues for RIF'd employees (current d)
f. Student membership dues (current i)
g. Retired membership dues (current j)
h. Reserve membership dues (current e)
i. Staff membership dues (current f)
j. Associate membership dues (current h)
k. No change.

Bylaw 7. Review Board

b. Members of the Review Board shall have been Active or Educational Support members of the Association for five (5) consecutive years immediately prior to appointment. Members of the Review Board shall maintain Active or Educational Support membership as appropriate.

Bylaw 12. Definitions

12-1. Definition of Terms.

As used in the Charter, the Constitution, these Bylaws, and the Standing Rules, the Association adopts and adheres to the following definitions of terms:

(New subsection c)

c. Educational Support member: An Educational Support member shall mean a member other than an Active member who is an employee of a school district, college or university, or other institution devoted primarily to educational work.

(Reletter subsequent sections.)

Submitted in accordance with the Constitution, Article IX, Section 1.d. (by majority vote of the Board of Directors).
Contact person: E. Anne Moudy, Indiana

AMENDMENT 10

Title: TO EXTEND TO NEA STUDENT MEMBERS THE DUES CREDIT FOR MEMBERSHIP IN STUDENT NEA WHICH IS AVAILABLE TO FIRST-YEAR TEACHERS PURSUANT TO BYLAW 2-7.b.

Bylaw 2. Membership

2-7. Membership Dues.

b. The Association shall allow credit to first-year teachers who join the Association during their first year of membership eligibility, the reduction of their dues being ten dollars ($10) per year for each year of their membership in Student NEA and/or for each year of their NEA Student membership up to four (4) years. The first-year teacher shall provide proof of membership in Student NEA to be eligible for credit, and the Association shall verify NEA Student membership.

Submitted in accordance with the Constitution, Article IX, Section 1.d. (by majority vote of the Board of Directors).
Contact person: Pearl Mack, Illinois

AMENDMENT 10A

Title: TO PROVIDE THAT THE MEMBERSHIP FEE OF ACTIVE OR EDUCATIONAL SUPPORT MEMBERS WHO ARE REGULARLY EMPLOYED LESS THAN TWENTY-FIVE (25) PERCENT OF THE NORMAL SCHEDULE FOR A FULL-TIME FACULTY MEMBER SHALL BE ONE-FOURTH (¼) OF THE ACTIVE OR EDUCATIONAL SUPPORT MEMBERSHIP DUES, AS APPROPRIATE.

Bylaw 2. Membership

2-7. Membership Dues.

c. The membership fee for persons eligible for Active membership and Educational Support membership who are regularly employed for at least twenty-five (25) percent but no more than fifty (50) percent [or less] of the normal schedule for a full-time faculty member (as verified by the local association) shall be one-half (½) of the Active or Educational Support membership dues, as appropriate.

d. The membership fee for persons eligible for Active membership and Educational Support membership who are regularly employed for less than twenty-five (25) percent of the normal schedule for a full-time faculty member (as verified by the local association) shall be one-fourth (¼) of the Active or Educational Support membership dues, as appropriate.

Submitted in accordance with the Constitution, Article IX, Section 1.a. (by petition of at least 100 Active and/or Educational Support members from two or more states).
Contact person: Larry Koenck, Minnesota

AMENDMENT 11

Title: TO PROVIDE THAT THE PRESIDENT OF AN AFFILIATE WHO IS ELECTED AS A DELEGATE TO THE NEA REPRESENTATIVE ASSEMBLY SHALL BE SEATED AS A DELEGATE REGARDLESS OF EDUCATIONAL POSITION.

Bylaw 3. Representative Assembly

3-1. Allocation of Delegates.

a. (New third paragraph)

The president of a local or a state affiliate who is duly elected as a delegate to the NEA Representative Assembly shall be seated as a delegate regardless of educational position.

Submitted in accordance with the Constitution, Article IX, Section 1.b. (by petition of at least 50 delegates).
Contact person: Jane Dobson, Idaho

AMENDMENT 12

Title: TO PROVIDE THAT THE PRESIDENT OF AN AFFILIATE WHO IS ELECTED AS A DELEGATE TO THE NEA REPRESENTATIVE ASSEMBLY SHALL BE SEATED AS A DELEGATE REGARDLESS OF EDUCATIONAL POSITION AS LONG AS THE NUMBER OF CATEGORY 2 REPRESENTATIVES (I.E., SUPERVISORS, RETIRED LIFE MEMBERS, AND STAFF LIFE MEMBERS) IN THE STATE DELEGATION DOES NOT EXCEED THE PROPORTION OF CATEGORY 2 MEMBERS IN THE STATE AFFILIATE.

Bylaw 3. Representative Assembly

3-1. Allocation of Delegates.

a. (New third paragraph)

The president of a local or a state affiliate who is duly elected as a delegate to the NEA Representative Assembly shall be seated as a delegate regardless of educational position so long as that state delegation's category 2 representation does not exceed the proportion of category 2 members in the state organization.

Submitted in accordance with the Constitution, Article IX, Section 1.b. (by petition of at least 50 delegates).
Contact person: Ed Deaton, Georgia

AMENDMENT 13

Title: TO PROVIDE THAT VACANCIES IN THE OFFICE OF RETIRED OR STUDENT DIRECTOR SHALL BE FILLED BY THE BOARD OF DIRECTORS OR EXECUTIVE COMMITTEE AS APPROPRIATE UPON THE RECOMMENDATION OF THE NEA-RETIRED ADVISORY COUNCIL OR THE ADVISORY COMMITTEE OF STUDENT MEMBERS RESPECTIVELY.

Bylaw 5. Board of Directors

5-3. Vacancies

. . . .Persons filling vacancies shall be from the same educational positions as the members being replaced and shall serve until the first opportunity that successor directors may be elected in accordance with the regular election procedure. [Retired director vacancies shall be filled as provided in the bylaws of NEA-R. Student director vacancies shall be filled by the NEA Advisory Committee of Student Members.] Recommendations to fill vacancies in the office of retired or student director shall be made by the NEA-R Advisory Council or the Advisory Committee of Student Members respectively. Vacancies shall be filled by the Board of Directors when in session, or when not in session, by the Executive Committee. The individual(s) appointed shall serve until the first opportunity that a successor director may be elected in accordance with the regular election procedure.

Submitted in accordance with the Constitution, Article IX, Section 1.e. (by majority vote of the Committee on Constitution, Bylaws, and Rules).
Contact person: E. Anne Moudy, Indiana

AMENDMENT 14

Title: TO PROVIDE THAT THE DELEGATE BODY OF A STATE AFFILIATE MAY ADOPT A PROVISION IN THE STATE'S GOVERNING DOCUMENTS THAT WOULD PERMIT THE STATE AFFILIATE TO ALLOCATE A MINIMUM OF ONE (1) DELEGATE CREDENTIAL TO EACH OF ITS LOCAL AFFILIATES.

Bylaw 8. Affiliates and Special Interest Groups

8-11. Standards for State Affiliates.

The Association shall not affiliate a state association unless it meets the following minimum standards:

a. Each affiliate shall apply the one-person—one-vote principle for representation on its governing bodies except that the affiliate shall take such steps as are legally permissible to achieve ethnic-minority representation at least proportionate to its ethnic-minority membership. A state delegate body may adopt a provision to the governing documents of the state affiliate that would permit that state to allocate a minimum of one delegate credential to each local affiliate. . . .

Submitted in accordance with the Constitution, Article IX, Section 1.b. (by petition of at least 50 delegates).
Contact person: Tom Decker, North Dakota

AMENDMENT 14A

Title: TO PROVIDE THAT A STATE AFFILIATE SHALL REQUIRE ITS RETIRED MEMBERS TO BE NEA RETIRED MEMBERS IF THE AFFILIATE HAS A MEMBERSHIP CATEGORY FOR RETIRED MEMBERS AND GRANTS GOVERNANCE RIGHTS TO SUCH MEMBERS.

Bylaw 8. Affiliates and Special Interest Groups

8-11. Standards for State Affiliates.

The Association shall not affiliate a state association unless it meets the following minimum standards:

c. The affiliate shall require membership in the Association and its local affiliate where eligible, within one (1) year after the effective date of this document. The affiliate shall require Student membership in the Association for its student members. The affiliate shall require Retired membership in the Association for its retired members provided the affiliate has a membership category for retired members and provided the affiliate grants such members at least the right to serve as delegate to its delegate assembly or equivalent body and to be counted toward the representation entitlement for such body;

Submitted in accordance with the Constitution, Article IX, Section 1.d. (by majority vote of the Board of Directors).
Contact person: Joseph W. Westbrook, Tennessee

AMENDMENT 15

Title: TO RESTRICT TO FULL-TIME STAFF THE PROVISION THAT LOCAL, STATE, AND NATIONAL STAFF SHALL BE ELIGIBLE ONLY FOR STAFF MEMBERSHIP AND SHALL NOT HOLD ELECTIVE OR APPOINTIVE POSITIONS AT ANY LEVEL; AND TO PROVIDE THAT PART-TIME STAFF SHALL NOT BE ELIGIBLE TO SERVE ON THE NEA BOARD OF DIRECTORS OR EXECUTIVE COMMITTEE.

Bylaw 10. Executive Director and Staff

10-5. Staff: Principles.

The following principles shall govern employment and functions of staff as agents of the Association:

a. Full-time [L]local, state, and national staff shall be eligible only for Staff membership and shall not hold elective or appointive positions at any level; part-time staff shall not be eligible to serve on the NEA Board of Directors or Executive Committee;

Submitted in accordance with the Constitution, Article IX, Section 1.c. (by at least two state delegations).
Contact person: Susan Stitham, Alaska

AMENDMENT 16

Title: TO DEFINE THE TERM "STATE DIRECTOR."

Bylaw 12. Definitions

12-1. Definitions of Terms.

As used in the Charter, the Constitution, these Bylaws, and the Standing Rules, the Association adopts and adheres to the following definitions of terms:

(New section b)

b. *State director:* State director shall mean a member of the NEA Board of Directors elected to represent Active and Educational Support members in a state, the District of Columbia, Puerto Rico, or the jurisdiction of the Overseas Education

(Deletions are in brackets; additions are underscored.)

Association.

(Reletter subsequent sections.)

Submitted in accordance with the Constitution, Article IX, Section 1.e. (by majority vote of the Committee on Constitution, Bylaws, and Rules).
Contact person: E. Anne Moudy, Indiana

Standing Rule amendments 1 through 8 require a majority vote.

STANDING RULE AMENDMENT 1

Title: TO BRING THE WORDING OF STANDING RULE 2.B. INTO CONFORMITY WITH PRESENT PRACTICE AND TO CORRECT LANGUAGE DEFICIENCIES IN THAT PROVISION.

Rule 2. Certification of Delegates

B. Verification of Eligibility. The president of each local affiliate to which delegates have been allocated shall forward to the state affiliate by April 10 a certificate of eligibility for each local delegate and the term for which the delegate was elected on a form provided by the NEA. [By May 15, the president of each state affiliate (and the persons designated by the President of NEA to certify for Retired members, school nurse members, and higher education members) shall certify the eligibility of each state and student delegate and the term for which the delegate was elected on a form provided by the NEA and shall file with the NEA Executive Director certificates of eligibility for all local, state, and student delegates.]

By May 15, the president of each state affiliate shall certify the eligibility of each state, student, retired, higher education, and Educational Support member delegate in that state, when appropriate, and the term for which the delegate was elected on a form provided by the NEA and shall file with the NEA Executive Director a certificate of eligibility for each delegate. The person designated by the President of NEA to certify for school nurse members shall certify each school nurse delegate and the term for which the delegate was elected on a form provided by the NEA. Once certified, the delegate shall remain certified until the expiration of said delegate's term to fulfill such duties of a delegate as are appropriate between Annual Meetings.

Submitted in accordance with Standing Rule 9.B.1.(d) (by majority vote of the Committee on Constitution, Bylaws, and Rules).
Contact person: E. Anne Moudy, Indiana

STANDING RULE AMENDMENT 2

Title: TO PROVIDE THAT AN OBJECTION TO CONSIDERATION SHALL BE IN ORDER ONLY AFTER THE MAKER OF THE MOTION HAS HAD AN OPPORTUNITY TO SPEAK TO THAT MOTION.

Rule 6. Order of Business and Debate

I. Objection to consideration of a motion shall only be in order immediately after the maker of the motion has had an opportunity to speak to it.

(Reletter subsequent sections.)

Submitted in accordance with Standing Rule 9.B.1.(a) (by petition of at least 25 delegates).
Contact person: Susan Offner, Massachusetts

STANDING RULE AMENDMENT 2A

Title: TO PROVIDE THAT, PRIOR TO BOARD OF DIRECTORS ACTION ON A BOYCOTT OR SANCTION, THE ASSOCIATION SHALL COMMUNICATE WITH THE STATE AND LOCAL AFFILIATE IN THE AREA IN WHICH THE HEADQUARTERS OF THE AFFECTED COMPANY IS LOCATED; AND FURTHER THAT, PRIOR TO MAKING A PUBLIC ANNOUNCEMENT OF THE BOARD ACTION, THE ASSOCIATION SHALL PROVIDE THE AFFECTED AFFILIATE(S) WITH INFORMATION AND RATIONALE ON THE BOYCOTT OR SANCTION.

Rule 6. Order of Business and Debate

O. New business relating to a boycott or sanction shall be referred to the Executive Committee. Prior to further action, NEA shall communicate with the state affiliate and local affiliate in which the affected company headquarters is located. The Board of Directors shall act on the report of the Executive Committee or transmit it to the Representative Assembly. In making such referral, the Representative Assembly may take a position for or against the action proposed in the new business item. The Board shall implement this position unless, after consideration of legal and other relevant factors, it deems by two-thirds (⅔) vote that such implementation would not be in the best interest of the Association. If the Representative Assembly takes a position on the new business item, the Board of Directors shall act on it at its initial meeting of the new fiscal year. Information and rationale regarding the boycott or sanction shall be provided to the affected affiliate(s) prior to public notification.

Submitted in accordance with Standing Rule 9.B.1.(c) (by majority vote of the Board of Directors).
Contact person: Michael J. Morris, Colorado

STANDING RULE AMENDMENT 2B

Title: TO PROVIDE AN OBJECTION TO DISCUSSION MOTION FOR THE REPRESENTATIVE ASSEMBLY.

Rule 6. Order of Business and Debate

U. If a delegate objects to discussion of a motion, the maker of the motion shall be given an opportunity to speak to that motion. Without debate on the motion the chair shall then call for a vote on whether to proceed with discussion. A two-thirds (⅔) vote against discussion shall be required to sustain the objection.

If the objection to discussion is sustained, the same motion may be reconsidered at that business meeting or the next business meeting of the Representative Assembly. The motion to reconsider shall not be debatable, but the delegate moving reconsideration of a motion on which the Representative Assembly has objected to discussion may speak to the reasons for reconsideration.

Submitted in accordance with Standing Rule 9.B.1.(c) (by majority vote of the Board of Directors).
Contact person: E. Anne Moudy, Indiana

STANDING RULE AMENDMENT 3

Title: TO PROVIDE THAT THE NUMBER OF RESOLUTIONS COMMITTEE MEMBERS AND ALTERNATES FOR A STATE SHALL EQUAL THE NUMBER OF ITS STATE DIRECTORS ONLY.

Rule 8. Resolutions Committee and Procedure

A. Composition of Resolutions Committee. The Resolutions Committee shall consist of an Internal Editing Committee of five (5) members and at least as many additional members from each state affiliate as the affiliate has NEA state directors. . . .

C. State, Retired, Student, and At-Large Members. The registered delegates to the Representative Assembly from each state shall elect as many members and alternates to the Resolutions Committee from among its delegates as each state has NEA state directors. . . .

Submitted in accordance with Standing Rule 9.B.1.(c) (by majority vote of the Board of Directors).
Contact person: John I. Wilson, North Carolina

STANDING RULE AMENDMENT 4

Title: TO EXTEND THE LENGTH OF TERMS OF RESOLUTIONS COMMITTEE MEMBERS FROM ONE (1) TO THREE (3) YEARS AND TO REDUCE THE NUMBER OF CONSECUTIVE TERMS THAT A RESOLUTIONS COMMITTEE MEMBER MAY SERVE FROM SIX (6) TO TWO (2).

Rule 8. Resolutions Committee and Procedure

C. State, Retired, Student, and At-Large Members. . . .

Members shall serve for [one (1)] three (3) years commencing at the close of the last meeting of the Representative Assembly. No individual shall serve more than [six (6)] two (2) consecutive terms as member. . . .

Submitted in accordance with Standing Rule 9.B.1.(a) (by petition of at least 25 delegates).
Contact person: Mary Ann S. Clements, Utah

STANDING RULE AMENDMENT 5

Title: TO REMOVE THE WORD "CONSECUTIVE" FROM THE LIMIT ON THE NUMBER OF TERMS THAT A RESOLUTIONS COMMITTEE MEMBER MAY SERVE EFFECTIVE AT THE CLOSE OF THE 1985 REPRESENTATIVE ASSEMBLY SO THAT A MEMBER MAY SERVE NO MORE THAN SIX (6) TERMS.

Rules 8. Resolutions Committee and Procedure

C. State, Retired, Student, and At-Large Members. . . .

Members shall serve for one (1) year commencing at the close of the last meeting of the Representative Assembly. No individual shall serve more than six (6) [consecutive] terms as member effective at the close of the 1985 Representative Assembly.

Submitted in accordance with Standing Rule 9.B.1.(d) (by majority vote of the Committee on Constitution, Bylaws, and Rules).
Contact person: E. Anne Moudy, Indiana

STANDING RULE AMENDMENT 6

Title: TO PROVIDE THAT THE MEMBERS OF THE ELECTIONS COMMITTEE OTHER THAN THE CHAIRPERSON SHALL BE NONDELEGATE MEMBERS OF THE HOST STATE AFFILIATE OR OTHER AFFILIATES IN THE IMMEDIATE AREA OF THE REPRESENTATIVE ASSEMBLY; AND TO DELETE THE PROVISION THAT THE CHAIRPERSON AND MEMBERS OF THE ELECTIONS COMMITTEE SHALL SERVE AT THE PLEASURE OF THE BOARD OF DIRECTORS.

Rule 10. Elections, Committee and Procedure

A. Composition of Committee. [The Board of Directors, on the basis of recommendations from the state affiliates, shall appoint a chairperson and at least twenty (20) members of an Elections Committee. The chairperson and members shall serve at the pleasure of the Board of Directors.] At the recommendation of the appropriate affiliate(s), the Board of Directors shall appoint a chairperson and at least twenty (20) members of the Elections Committee. The chairperson may be any member of the NEA. The other members of the Elections Committee shall be nondelegate members of the host state affiliate or affiliates in the immediate area of the Representative Assembly approved by the Board of Directors.

Submitted in accordance with Standing Rule 9.B.1.(a) (by petition of at least 25 delegates).
Contact person: Jima Severson, Montana

STANDING RULE AMENDMENT 6A

Title: TO PROVIDE THAT THE NAMES OF ALL NOMINEES FOR EXECUTIVE OFFICE OR EXECUTIVE COMMITTEE MUST BE FILED WITH THE EXECUTIVE DIRECTOR NO LATER THAN NINETY (90) DAYS PRIOR TO THE ANNUAL MEETING AND THAT THE NAMES OF NOMINEES FOR AT-LARGE POSITIONS MAY BE FILED NO EARLIER THAN JUNE 1.

Rule 10. Elections, Committee and Procedure

A and B: No change

C. Filing. [Each candidate for election at the Representative Assembly must file with the Executive Director no later than at the time of nomination a certificate of eligibility, and the Executive Director shall verify such certification.] The name of a nominee for executive office or Executive Committee must be filed with the Executive Director no later than ninety (90) days prior to the Annual Meeting at which the election will occur. Upon receipt of such filing, the Executive Director shall request from each such candidate an affirmation of intent to seek office and a certification of eligibility for office. A candidate must provide affirmation and certification within ten (10) working days of receipt of the request to maintain candidacy.

The name of a nominee for an at-large position must be filed with the Executive Director no later than the time nominations are presented and no earlier than the June 1 prior to the Annual Meeting at which the election will occur. Such candidates shall provide the Executive Director affirmation of intent to seek office and certification of eligibility for office.

[Distribution and display of campaign literature shall be restricted to the year of the nominee's candidacy.]

D. Advance Publicity. [Candidates for executive office or membership on the Executive Committee may file their intention in writing with the Executive Director of the NEA, along with a picture and candidate statement.] The Executive Director of the NEA shall publish in an NEA publication sent to Active and Educational Support members the picture and candidate statement [of] supplied by each candidate for executive office or membership on the Executive Committee who has [filed and] presented such [statement] material by April 1. The eligibility of such candidates shall be verified prior to publication.

In addition, the NEA will mail at the candidate's expense to all delegates a brochure, no larger than 8½ x 11 inches, for each candidate for executive office or membership on the Executive Committee. Said brochure can contain whatever election-related information the candidate desires. Sufficient copies for all delegates must be printed and mailed to the NEA prior to May 1 and must be at the candidate's expense.

Distribution and display of campaign literature shall be restricted to the year of the nominee's candidacy.

Submitted in accordance with Standing Rule 9.B.1.(c) (by majority vote of the Board of Directors).
Contact person: Ray Price, Illinois

STANDING RULE AMENDMENT 6B

Title: TO AUTHORIZE THE ASSOCIATION TO FINANCE PRINTING, MAILING, AND HANDLING COSTS FOR A CANDIDATE BROCHURE FOR EACH CANDIDATE FOR EXECUTIVE OFFICE OR MEMBERSHIP ON THE EXECUTIVE COMMITTEE WHO DESIRES SUCH SERVICE AND WHO PROVIDES CAMERA-READY ART FOR SUCH BROCHURE BY MAY 1; AND TO ESTABLISH THAT THE ASSOCIATION SHALL PAY ONLY MAILING AND HANDLING COSTS IF A CANDIDATE CHOOSES TO PRINT HIS OR HER OWN BROCHURE AND PROVIDES SUFFICIENT COPIES FOR MAILING BY MAY 15.

Rule 10. Elections, Committee and Procedure

D. Advance Publicity. . . .

[In addition, the NEA will mail at the candidate's expense to all delegates a brochure, no larger than 8½ by 11 inches, for each candidate for executive office or membership on the Executive Committee. Said brochure can contain whatever election-related information the candidate desires. Sufficient copies for all delegates must be printed and mailed to the NEA prior to May 1 and must be at the candidate's expense.]

The Association shall mail to all delegates a brochure, no larger than 8½ by 11 inches, for each candidate for executive office or membership on the Executive Committee with the candidate's approval. The content of the brochure shall be determined by the candidate, who shall provide the Association with camera-ready art for the brochure. Such artwork shall be received at the NEA headquarters building no later than May 1. The Association shall pay printing, mailing, and handling costs for such brochure.

In the event a candidate chooses to print his or her brochure for distribution by the Association to all delegates, the brochure shall be no larger than 8½ by 11 inches, and sufficient copies for all delegates shall be received at the NEA headquarters building no later than May 15. The Association shall pay mailing and handling costs for such brochures.

Submitted in accordance with Standing Rule 9.B.1.(c) (by majority vote of the Board of Directors).
Contact person: Ray Price, Illinois

STANDING RULE AMENDMENT 7

Title: TO PROVIDE THAT BOTH THE PRESIDENT AND EXECUTIVE SECRETARY/DIRECTOR OF A STATE AFFILIATE SHALL CERTIFY THE ELECTION OF A STATE DIRECTOR OR A PERSON ELECTED TO FILL AN UNEXPIRED TERM ON THE NEA BOARD OF DIRECTORS.

Rule 10. Elections, Committee and Procedure

F. Certification of Election of NEA Director. On a form provided by the NEA, the president [or] and executive secretary/director of a state affiliate shall certify by May 20 the election of any director elected to assume office the following September 1. The president [or] and executive secretary/director of a state affiliate shall certify the election of a person elected to complete an unexpired term on the NEA Board of Directors as soon as possible after such election.

Submitted in accordance with Standing Rule 9.B.1.(d) (by majority vote of the Committee on Constitution, Bylaws, and Rules).
Contact person: E. Anne Moudy, Indiana

STANDING RULE AMENDMENT 8

Title: TO EXTEND THE TIME ALLOTMENTS FOR RESPONSES FOR CANDIDATES FOR THE OFFICE OF PRESIDENT FROM FIVE (5) TO TEN (10) MINUTES; FOR THE OFFICE OF VICE-PRESIDENT, SECRETARY-TREASURER, OR EXECUTIVE COMMITTEE MEMBER FROM THREE (3) TO SIX (6) MINUTES; AND FOR THE OFFICE OF AT-LARGE DIRECTOR FROM TWO (2) TO SIX (6) MINUTES.

Rule 10. Elections, Committee and Procedure

G. Nominations. At the first business meeting of the Representative Assembly, nominations shall take place, as they are appropriate in each year, for the elections provided for by Article IV, Section 3; Article V, Section 1; and Article VI, Section 1, of the Constitution.

3. Each candidate shall be nominated from the floor by motion of a delegate. When all nominations have been made, each candidate or designee shall have an allotment of time to address the Representative Assembly. Candidates for the office of President shall be given [five (5)] ten (10) minutes for this purpose. Candidates for Vice-President, Secretary-Treasurer, [and] the Executive Committee, [shall be given three (3) minutes. Candidates for] and at-large positions on the Board of Directors shall be given [two (2)] six (6) minutes.

Submitted in accordance with Standing Rule 9.B.1.(c) (by majority vote of the Board of Directors).
Contact person: Ray Price, Illinois

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6

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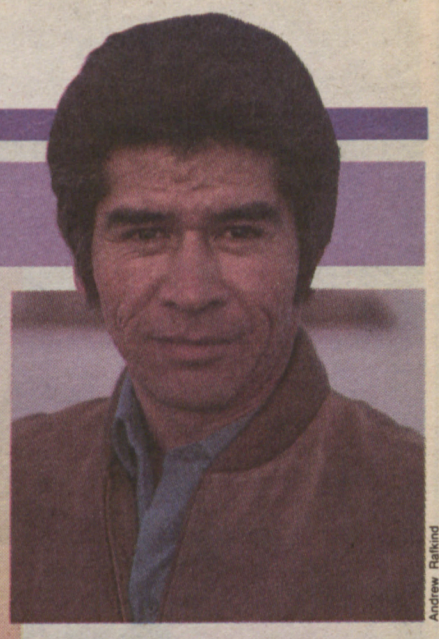


Andrew Rafkind

Giving Migrant Students a Chance

Southern Idaho's Minidoka County is flat agricultural land—fields of potatoes, sugar beets, and wheat stretch to the foothills of the mountains lying to the north. It's a quiet county of small towns, large farms—and labor camps where each year thousands of migrant workers find a temporary home when they come to tend, harvest, and process the county's crops.

Association activist Pete Espinoza grew up in a migrant family and attended school here, becoming one of the few migrant students to graduate from high school. After working and saving, he went on to earn his B.A. from Idaho State University.

Seventeen years ago, Espinoza returned to help get the school district's new migrant education program off the ground. He's been here ever since—for the past 14 years as the program's home/school coordinator.

Espinoza now lives in the town of Rupert with his wife and three children, who attend the Minidoka County schools. He also serves on the Idaho Education Association's board of directors and chairs IEA's Migrant Education Committee.

NEA Today *staff writer Heidi Steffens recently visited Espinoza to talk about the education of migrant children—yesterday and today.*

Did being a migrant child affect your schooling?
My family started migrating when I was about 7 years old, and that's when I started working in the fields—and missing time from school.

Our entire family would work in the potato fields here in Idaho through the end of October. Then we'd go to Arizona, and I'd start school. If we left for Texas in the early spring, I'd miss the end of the school year as well.

I want to emphasize that this wasn't from choice—it was a necessity. My work—and my brothers'—was necessary to our family's survival.

How did you manage to finish school?
One year, one of my older brothers was offered a year-round job by a farmer here in Idaho. He stayed, and the next year another brother and I stayed with him.

That year was my first full year of school. My parents and other brothers continued to migrate between Idaho and Arizona for several more years.

Did other members of your family finish school?
No, I'm the only one. I'm the youngest—and I benefited from the work of my older brothers. It was a case of my being in the right place at the right time, with the right parents who were willing to sacrifice so that I could go to school.

I was able to attend school year-round from seventh grade on, while continuing to work in the fields every summer.

What kind of work did you do?
Here in Idaho we mostly worked in beets and potatoes. It's backbreaking work. At that time they were using short-handled hoes, so all day long—hour after hour in 100-degree weather—you were stooped over.

Has anything changed?
Not much. The labor camp my family lived in is still here, the work is still grueling, the pay is still low.

Migrant students still have the highest dropout rate in the country. Only one out of ten graduates from high school.

But progress is being made. It's slow, but it's happening. And I attribute much of it to the migrant education program.

Who funds the program?
The federal government—totally. Federal money is essential, because local districts don't have the resources for this type of program. Nor should they. Migrant students aren't the responsibility of a given school district or state. The migrant population is truly a national population—and migrant education a national responsibility.

What has the migrant education program accomplished?
You have to remember, there was no such program when I was in school—no consistent attempt to meet migrant students' special educational needs.

The program is designed to do just that. It also lets migrant parents and children know there's nothing shameful about being a migrant worker.

The migrant program's work with parents has increased their awareness of what is necessary for their children to achieve in school. Many of them now try to spend the entire school year in one place, even though it means they miss working time in the fall and spring.

Do migrant parents encourage their children to finish school?
Migrant parents realize education is their children's only alternative—the only way they can be something other than migrant farmworkers. There isn't a migrant parent who wouldn't like his or her child to graduate from high school.

But migrant families face constant financial hardship, which creates a real conflict for the children.

What is that conflict?
Migrant kids get two messages from their parents. At the same time they're being encouraged to remain in school, the children know they're part of a family with severe financial problems, that the season for earning money is limited, and that they can help by working in the fields.

Today, migrant children start working in the fields at about 12 years of age. They miss school, drop further behind, are retained, become frustrated—and the stage is set for them to drop out.

Is working with parents part of your job?
I spend about half my time working with parents. When migrant students have problems, I talk to the parents about what they can do. Migrant parents haven't had the experience of going through school themselves—so they can't let their children know what to expect from school and what schools expect from them.

I explain that their children will have homework and should be encouraged to do it. I try and help them figure out how they can create an atmosphere conducive to learning at home—even though they live in conditions that make this extremely difficult.

I also work with the staff of the nine schools in the district and with parents to identify eligible children and enroll them in the program.

How does your experience as a former migrant help you in your job?
It helps me understand the stress suffered by migrant families. I know what it's like to come to a place for a short time to take whatever work's available—knowing you'll move on, return next year, and that nothing will have changed.

I know what it's like to think there's nothing you can do to improve life for yourself or your children—to face obstacles that seem insurmountable.

What are the main obstacles migrant students face?
They have a unique set of problems. Their education lacks continuity because they're constantly moving from state to state—and rarely complete a full school year.

Limited English proficiency is another very common problem. Most migrant agricultural workers are Hispanic, and in many migrant families Spanish is the language spoken at home.

How does the Minidoka migrant program operate?
It supplements migrant students' regular classroom learning. The program has two resource teachers who determine what areas students need help in and design a program for each student. We have five aides who take the students out of class for about half an hour each day to work with them.

Our summer program for younger children provides intensive learning in the basic subject matter areas. And we have an evening summer program for teens—because they work in the fields during the day—who may lack a credit to enter the next grade in the fall.

How would you sum up the migrant education program?
It's really an example of educational excellence and equity. It provides migrant children with equal access to education—and the chance to achieve excellence. It provides them with hope.

People

K. J. Henderson

To students in Dave Hout's Summit County, Ohio, woodworking classes, "timber" is more than a raw material: it's a cry they shout as they cut down trees.

Each year Hout takes several of his Coventry High School students on a logging expedition to replenish the wood supply for class projects.

The practice began several years ago when students helped thin a grove of red oak and cherry trees that belonged to a classmate's family. Now Hout and his students sometimes have to travel long distances to find available trees. But Hout feels the experience is worth it.

"When we buy wood from a supplier, it's almost like finished wood," he explains. "The students understand the whole process much better when they're part of it from the beginning."

After the students cut down the trees, they saw the wood into logs and take the logs to a mill to be made into boards. The boards come back wet and heavy and must be air dried for three to six months in a room with good air circulation, reserved just for this process.

Most woodworking teachers believe kiln-dried wood obtained from a wood supplier contains less moisture and so is better for making fine furniture, but Hout disagrees.

"We haven't had any problems," he says. "Our students have made some very nice, ornate pieces."

When Association activist Sharon Mullen moved from Idaho to northern Virginia, she took with her one of the tools of her trade: a business card.

"Children are my business," she explains to anyone who asks. The unique card bears a child's drawing of a little girl and says "Sharon Mullen, Elementary Teacher."

"My card makes people think 'Yes, she's a teacher and she takes pride in her profession,'" says Mullen, who teaches first grade at Lynbrook Elementary School in Fairfax County.

But the card has more practical uses, too. As Idaho's state teacher of the year in 1981, Mullen met many adminstrators and business people, all of whom had cards of their own. Distributing her card then was a way to promote teaching.

Now she gives cards to her students so parents will know her name, school address, and phone number. When she sends home student work, she attaches a card to which she adds a personal note. She gives out the cards at parent conferences, marking the best times to reach her on the back.

Another idea Mullen brought with her from Idaho was the "table tent"—an effective way to reach out to nonparents. During American Education Week 1984 the Fairfax local's PR committee, which Mullen chairs, distributed 7,000 of these foldover cards to county restaurants, inviting diners to visit the public schools and see for themselves the good things happening there.

Joe Di Dio

"Writing for publication rounds out your outlook on teaching," North Dakota Education Association member and author **Kathleen Eagle** believes.

An English and world history teacher at the rural Fort Yates Public School, Eagle recently had her first romance novel, *Someday Soon*, published by Silhouette Press.

The plot, about a woman from the east who moves to the west and falls in love with a rodeo cowboy, is based somewhat on her own experience.

Eagle is vice-president of the North Dakota Council of Teachers of English—and recently joined Romance Writers of America. "Joining organizations that are supportive and where people know the ropes makes a difference," she says.

Eagle feels it's important for teachers of English to write.

"After 15 years in the classroom, most of us experience teacher burnout, but with my writing I escape stagnant feelings," she reports. "When my students found out I'd published a romance novel, they became more interested in the process of writing."

Already at work on a second romance novel—*A Class Act*, to be released next November by Silhouette Press—Eagle says if the time ever comes when she decides to make her living as a writer, "my dream would be to write more serious fiction."

But for now, she adds, "I'm a teacher, and I love teaching."

© Jerry Anderson/The Bismarck Tribune

TEACHER OF THE YEAR

Fred Mirlani

It's been over a decade since Association member **Liane Brandon** taught herself and her disadvantaged Boston-area high school students to make films as a way to motivate their interest in English.

Today Brandon has 12 award-winning films to her credit, half of them in distribution to schools and libraries across the country. They've addressed everything from sex-role stereotyping to classroom double standards.

Now an associate professor at the University of Massachusetts in Amherst, Brandon doesn't let teaching take a backseat to her filmmaking. In fact, the popularity of her media studies courses earned her the title "Best Professor on Campus" in Lisa Birnbach's latest candidate for best-sellerdom, *College Book*.

Brandon is now at work on "How To Prevent a Nuclear War"—an "upbeat" 30-minute film that's a primer on what ordinary people can do. It "places the hope of the planet in the hands of the ordinary citizens—construction workers, housewives, clergy, and business people—as they work to prevent a nuclear war," she explains.

Doug Gilmore

"I feel it's essential to set high standards," says the 1985 Teacher of the Year, "because I've discovered students tend to live up to whatever expectations are set for them."

Terry Dozier teaches 10th grade world history in Irmo, a suburb of Columbia, S.C. A 10-year teaching veteran, she's an active member of the Irmo-Chapin Education Association.

Her personal history as a child in Indochina who was adopted by an American couple in 1954 was reported in the Jan./Feb. 1985 issue of *NEA Today*, prior to her being named Teacher of the Year. The annual contest is sponsored by Encyclopaedia Britannica, *Good Housekeeping*, and the Council of Chief State School Officers.

History is far from "boring" in Dozier's classes. She manages to bring in the art, music, and literature of whatever era her students are studying. Class discussions put strong emphasis on the "why."

Her 10th graders perceive her concern with excellence—and her interest in them as people. In a letter backing her candidacy for Teacher of the Year, one wrote, "Mrs. Dozier goes far beyond what I normally expect of a teacher, so I give back far more than I normally give."

"She always has time to help you," another student wrote, "and to make sure you know she wants to."

Dozier has applied with NASA to become the first teacher in space. "Science takes us into the future," she explains, "but it doesn't become history until it involves people. I want to make it part of the lives of students, teachers, and entire communities."

For Dozier and her students, history is life.

McKenzie & Dickerson

It's not everyone who can find educational enrichment in the kitchen.

But then the kitchens that Pennsylvania home economics teacher **Irene Demchak** has been inhabiting are hardly your run-of-the-mill variety.

On a recent visit to Washington, D.C., she negotiated a personal tour of the White House kitchen. Last summer she donned an apron for a week in London's Cordon Bleu cooking school. As part of her two consecutive spring semester sabbaticals, which will conclude in June, she'll complete at least six culinary courses—ranging from one taught by television's Chef Tell (*pictured with Demchak above*) at North Carolina's Pinehurst Country Club to an International Association of Cooking Schools class in Seattle, taught by Julia Child.

Demchak's done everything from sampling a "Navajo taco" at an Arizona Indian reservation to feasting on potted salmon at the Ritz in London.

"I've come to appreciate the marvelous diversity in foods regionally and internationally, and I'm hoping to pass this awareness on to my students," Demchak says. She's gathered enough five-star restaurant menus, kitchen gadgets, autographed cookbooks, and photos of mouth-watering meals to spice up her home ec classes at Mountain View High School in Kingsley for years to come.

It's been known to happen: A new student walks into the combined fourth and fifth grade classroom at Rose Avenue School in Oxnard, Calif., does a double take when he recognizes the teacher, and exclaims, "It's Mystifying Mike!"

Association activist **Michael Houser** hosts "The Big Tomato," a popular weekly TV show aired on two cable systems in Ventura County. It's there, in his role as Mystifying Mike, that some of his students first encounter him.

On the show Houser combines his love of teaching and flair as a professional magician. He calls the program "educational entertainment—a sort of children's talk show." Houser performs magic and science experiments and talks to adult guests with interesting jobs or talents.

Children write to Mystifying Mike asking to be in the studio audience, and they're encouraged to bring a favorite thing to talk about on camera.

What's Mystifying Mike like? "He's honest, and he can laugh at himself," says alter-ego Houser, who started the show in 1977. "Mike's a character who knows how to do things. But when a science experiment fails, we leave it on. Kids should know that failures are OK—they happen."

Tom Labarbera

Roger Werth

If students want to talk to social studies teacher **Dennis Weber** after school, they often look for him at City Hall. That's where Mayor Weber can be found most evenings, taking care of the business of Longview, Wash., after putting in a full day in the classroom at R. A. Long High School.

At 33, Weber is the youngest mayor in Longview's history. The city of 31,000—the 12th largest in the state—has a manager form of government with a part-time mayor chosen by an elected nonpartisan city council. Weber became mayor late last year, after serving on the council since 1980.

"Being mayor doesn't cause any conflict for me," Association activist Weber says. "The school board, not the city council, deals with education questions."

IN THE CLASSROOM

UNEARTHING LABOR'S

NEA members from Vermont to Alaska create ways to teach the history of working Americans.

"History books are written about presidents and kings," Vermont social studies teacher Robert Weir charges. "They virtually ignore the role of ordinary people."

Weir is one of a growing number of NEA members across the country who are developing their own materials and units to include what, at best, standard history texts skim over—the story of the U.S. labor movement.

Using local resources, audiovisual materials, their own research, and hands-on learning techniques, these teachers are making sure their students understand that working Americans played a vital role in shaping our nation.

"The study of labor history develops students' understanding of the way social change has come about in this country," says David Montgomery, Farnam Professor of History at Yale. "And it shows the role working people have played on their own behalf."

Montgomery, a preeminent labor historian, sees a second important purpose in teaching labor history: "For many students it provides a first opportunity for them to understand and respect their own parents. I've seen this happen time and again—students who only knew that their parents weren't famous or important gain a new perspective on their dignity and worth."

Adele Hodde

History teacher Kay Grant Powers

For Association member Kay Grant Powers, the story of the timber industry in Coeur d'Alene, Idaho, is history waiting to be written—by her students. "Labor history is social history," she says. "It's the story of this town—of my students' parents and neighbors.

"I use it to introduce kids to primary source research—to make them active participants in learning," explains Powers, past president of the Coeur d'Alene Education Association and a history teacher for 18 years. "I want them to know how words get into history books—how historical facts are collected.

"Labor history's perfect for this," Powers continues. "It's there, with a little digging, in every community. I send my students to the local newspaper morgue, to the county courthouse, and—most important—into the community to interview those who helped shape local history.

Adele Hodde

Unearthing her own local labor history in a retired timber worker's kitchen, one of Powers' students—Tammy Frostad—interviews Bill Nordlind, a former Industrial Workers of the World member in north Idaho.

"They talk to oldtimers—both workers and bosses. They get excited and they *learn*. They learn about conditions in the timber industry in the early 1900s, about why unions were organized, and how employers fought them. They sit in an old logger's kitchen, and they not only learn history—they meet the people who made it, and they come to realize they too will help make history."

From the textile mills of New England and the Southeast to the lumber camps and silver mines in the West, Association members are using local situ-

Living With a Contract: Students Learn Firsthand

Jean Krause has developed a labor simulation that puts her U.S. history students in the hot seat.

Each spring, after teaching a unit on labor history, Krause tells her classes at Wasilla High School—just north of Anchorage, Alaska—that they're going to conduct an experiment in negotiations. She's management; the students are the workers.

The experimental contract they're about to negotiate, the NEA-Alaska president-elect explains to her classes, will set the terms they'll work under for the rest of the school year.

After they've reached agreement, Krause, as management, is a strict interpreter of the contract. Violations of its provisions mean zeroes in the grade book.

"The students all seem to forget it's an experiment," she says. "It takes them a while to organize into a cohesive group that makes decisions by consensus. After from three to five weeks they're usually willing to risk all and go on strike, put up posters about unfair management—that's me!—and picket the room instead of going to class.

"Their frustration over what they consider unfair treatment climaxes when I obtain an injunction from the principal that puts them back in class," Krause reports. "At that point, we debrief and begin rebuilding the relationship between us in the classroom. When it's all over I have a local attorney come in to discuss contract law."

The idea for the simulation occurred to Krause six years ago—during a difficult set of Association negotiations with the school district.

"It's become the high point of the year—for me and the students," she says. "It's an active learning situation, teaches students about the labor movement—and gives them a concrete experience in advocating for themselves.

"Learning about contracts and working conditions is fairly basic stuff," Krause concludes. "After all, we're all workers."

—*H.S.*

Alaska's Jean Krause has developed a classroom simulation that gives her history students a direct stake in labor negotiations.

Library of Congress

Bettmann Archive

Documentary Photo Aids

IN THE CLASSROOM

VITAL HERITAGE

ations to make history come alive.

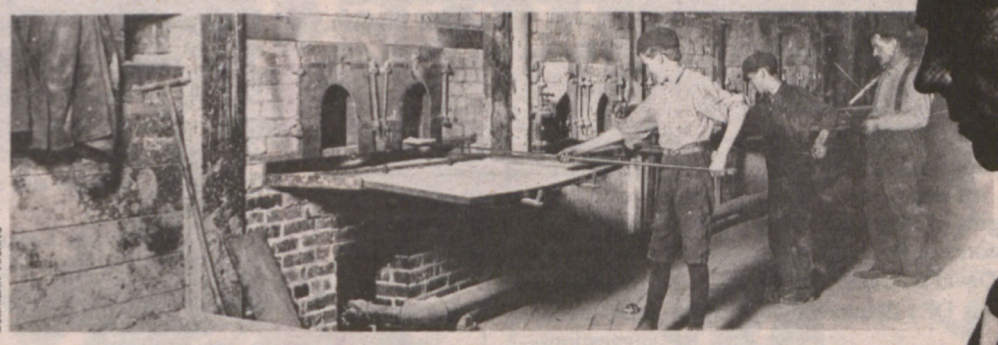
"Labor history is an integral part of American history," says Robert Weir, who teaches in Milton, Vt. "Labor fought for much of the social legislation we take for granted today—child labor laws, free compulsory education, social security, unemployment compensation."

Lee Marsh's U.S. history classes at Weston (Mass.) High School use the New England textile industry to study industrialization's effect on workers. Marsh finds the historic 1912 Lawrence Strike a dramatic vehicle for discussing the role of immigrants, child labor, wages, working conditions, unions—and the seriousness of the decision to strike.

"I really backed into labor history," comments Marsh. "I have master's degrees in history and business—but I never learned about labor. When I was president of our local Association, I realized that few of us understood the labor/management process. Teachers and students need to know labor history in order to understand the present.

"Weston is a posh Boston suburb," she adds. "Most of my students will go to top colleges; many will end up as management. It's terribly important for them to know what working conditions were like in this country—and what workers' struggle to improve them has been about."

At Hellgate High School in Missoula, Mont., Marty York follows a unit on the rise of industry and labor organizing with a collective bargaining simulation that draws on the local lumber industry. She



Bettmann Archive

divides her U.S. history classes into labor and management teams that analyze economic data, draw up negotiating positions, and bargain a contract. The negotiations usually end in factfinding or mediation—and sometimes in a decision to strike.

"The kids really get involved," reports York, an Association activist. "Bargaining is a conflict situation they find exciting—especially since lumber is very important to the economy of this area, and many of their parents work in the industry."

Kids' knowledge of unions is generally limited to the fact that they sometimes strike. "You have to begin at the beginning," reports Buffalo, N.Y., social studies teacher Ann Franckowiak, "with the working and living conditions that used to exist in this country.

"My classes study working people's lives," she adds. We study why 10-year-old children labored 14-hour days in coal mines and textile mills—and why my students are in school, instead of working, today.

Bettmann Archive

"The labor movement is perfect for tracing the social development of America," Franckowiak concludes. "And kids love it—it's about their families and communities. It's their history."

—Heidi Steffens

Dorothea Lange

Teaching Labor History: Help Is Available

Textbooks give short shrift to the story of working Americans, but Association members have found there's a wealth of classroom materials and other resources available in libraries and from unions.

Books

Bread—and Roses: The Struggle of American Labor, 1865-1915. Milton Meltzer. New American Library, 1977. About $3. A highly readable (grade 7 up) and informative history of the American labor movement.

Labor's Untold Story. Richard Boyer and Herbert Morais. Available in English and Spanish. $5.50 plus 90¢ shipping. Book Dept., United Electrical Workers, 11 E. 51st St., New York, NY 10022. Readable history of the U.S. labor movement from Civil War to early 1950s.

The Labor Wars: From the Molly Maguires to the Sitdowns. Sidney Lens. Doubleday, 1973. Out of print, available in libraries. Very readable (high school) account of workers' struggle for dignity.

Bettmann Archive

Mill Child: The Story of Child Labor in America. Ruth Holland. Crowell-Collier, 1970. About $8. A highly readable (grade 5 up) history of child labor—with poignant photos.

Teaching Unit

Unions, Strikes, and Negotiations. Lee Marsh, 143 Lexington St., Weston, MA 02193. $5. Originally published in the *New England Social Studies Bulletin.* Marsh's negotiations exercise for high school students is based on conditions leading to 1912 Lawrence Strike.

Films

Many films are available—in 16mm or videotape—from the ***AFL-CIO Education Department***, 815 16th St., N.W., Washington, DC 20006. Rentals are $5 or $10, and a free catalog is available. University and public libraries are also good film sources.

With Babies and Banners. Women's Labor History Film Project. 45 minutes. Available from AFL-CIO. Through interviews with active participants and documentary footage, this dramatic film explores role of women in the historic 1937 General Motors sit-down strike.

The Inheritance. Amalgamated Clothing Workers of America, 15 Union Square, New York, NY 10003. 60 minutes. Rental: $15. Dramatic and sweeping review of U.S. labor struggles in the 20th century.

Modern Times. Charlie Chaplin. 90 minutes. Available in many libraries. After the laughter dies down, this Chaplin classic provides material for serious discussion of assembly line pace, scientific management theories, lockouts, and the Depression.

Organizing: The Road to Dignity. United Food and Commercial Workers, Office of Education, 1775 K St., N.W., Washington, DC 20036. 40-minute videotape. Purchase: $15 for tape and accompanying teacher and student guides. Explores how today's workers organize a union and negotiate a contract—through the words of workers on the job.

Salt of the Earth. Herbert Beberman. 94 minutes. Available in university libraries. Story of a copper miners' strike in New Mexico, this 1954 film classic portrays life in a company town, decisions faced by the union, the crucial role of women, and discrimination against Chicano miners.

Union Maids. New Day Films, Box 315, Franklin, NJ 07417. 48 minutes. Rental: $70. Available in university libraries. Interviews and rare historical footage tell the story of three women union organizers in the 1930s.

Records

American Industrial Ballads, Pete Seeger; ***Talking Union***, Pete Seeger and the Almanac Singers; ***Tipple, Loom and Rail: Songs of the Industrialization of the South***, Mike Seeger. Folkways Records, 632 Broadway, New York, NY 10012. These and other albums of U.S. labor songs include notes on the historical context of each song. About $10 per album. Free catalog available.

General Resources

American Working Class History Project, Graduate Center of the City University, 33 W. 42nd St., New York, NY 10036. This project is developing a multimedia curriculum that will cover all of U.S. history, emphasizing the role of working Americans. Text is geared for community colleges; audiovisual materials are suitable for secondary schools. Write for free newsletter.

The Bread and Roses Cultural Project, Suite 1905, 330 W. 42nd St., New York, NY 10036. Posters, books, records, and photographs on labor at reasonable cost. Write for descriptive brochure.

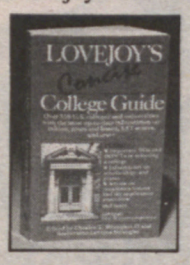
Social Studies School Service Labor Studies Catalog, 10,000 Culver Blvd., Dept. M-3, P.O. Box 802, Culver City, CA 90230. Free catalog lists wide array of audiovisual materials, books, records, and classroom kits on labor.

RESOURCES

Free or Inexpensive

GUIDANCE

Lovejoy's Concise College Guide. Charles T. Straughn, II, and Barbarasue Lovejoy Straughn.



Gives thumbnail descriptions of 370 four-year colleges of all types, arranged by state. 375 pp. $5.95 at bookstores or prepaid by mail (add 75¢ for postage) from Monarch Press, 1230 Avenue of the Americas, New York, NY 10020.

DISCIPLINE

Behavior Modification. Robert J. Presbie and Paul L. Brown. A new edition of a What Research Says to the Teacher bestseller. Describes school-tested behavior modification techniques that education employees—cafeteria workers and bus drivers as well as instructional personnel—can use to improve student behaviors. 36 pp. Stock no. 1065-5-00-D. $2.50. NEA Professional Library, P.O. Box 509, West Haven, CT 06516 (or order via the postage-paid reply envelope following page 112 in the 1984-85 *Today's Education* annual).

Classroom Misbehavior: Turning It Around. Jean M. Medick. Uses William Glasser's Reality Therapy approach to suggest strategies for dealing with three categories of severe classroom misbehavior: hostile-aggressive (acting out), passive-aggressive (continually irritating), and withdrawn failure-image (apathetic). $4.95 postpaid. Fanning Press, 524 Woodland Dr., East Lansing, MI 48823.

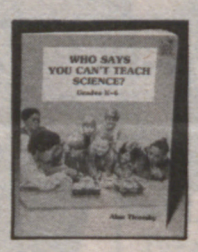
Hot Tips for Teachers: A Collection of Classroom Management Ideas. Ann Salisbury Harrison and Frances Burton Spuler. Gives useful hints on dealing with assorted K-8 problem areas, such as AV equipment, makeup work, and grade averaging. 138 pp. $5.95. At bookstores or by mail from David S. Lake, Publishers, 19 Davis Dr., Belmont, CA 94002.

HOME ECONOMICS

Looking Good Cooking. An instructional kit designed to help teenagers understand why and how good eating habits help them look and feel their best. Includes educator's guide, full-color poster, and four student activity masters. Free. Wear-Ever/Proctor-Silex, P.O. Box 3525, Chillicothe, OH 45601.

SCIENCE

Who Says You Can't Teach Science? Grades K-6. Alan Ticotsky. Hands-on activities designed to help adults—teachers, camp counselors, youth workers—teach children about the natural world. 68 pp. $7.95. Scott, Foresman and Co./Good Year Books, 1900 East Lake Ave., Glenview, IL 60025.



ENGLISH

The Sound of English: A Bibliography of Language Recordings. Michael D. Linn and Maarit-Hannele Zuber. Lists records that illustrate historical or current regional or social dialects of English. This is where to go first if you want your students to hear how Middle English probably sounded or how contemporary English speakers—famous and obscure—reflect the variety of their regional and social backgrounds in their speech. 84 pp. $6.50; NCTE members, $5. National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801.

STUDY HABITS

Brain Train: Studying for Success. Richard Palmer and Chris Pope. A British Open University professor and an Oxford undergraduate give concrete suggestions—including ideas for using a personal computer—to help good students become more effective learners. $8.95 at bookstores or by mail (if prepaid by check to Methuen) from E. & F. N. Spon/Methuen, 733 Third Ave., New York, NY 10017.

BIOLOGY

A Consumer's Guide to Biology Textbooks, 1985. Wayne A. Moyer and William V. Mayer. Reviews 18 high school biology texts (6 general, 9 academic, 3 advanced) on the basis of 10 evaluative criteria originally developed to assist the Texas state textbook selection committee. Includes a rebuttal to objections raised by creationists Mel and Norma Gabler and Neal Frey. 127 pp. $5 postpaid. People for the American Way, 1424 16th St., Suite 601, Washington, DC 20036.

The "Free or Inexpensive" feature is included in* NEA Today *as a service to readers. Items listed are selected by the editors at their discretion from review copies submitted by publishers. Since this column is editorial matter rather than advertising, there is no charge for listings.

Idea Exchange

Follow Your Nose To Creative Writing

Looking for a new way to spark creative writing by your elementary students? Have them write "scratch and sniff" storybooks!

Patricia Dancho, a sixth grade English teacher at Jackson Elementary School in Apollo, Pa., explains her "scent-sational" approach: students each think up a story, then write, edit, and neatly print it on oaktag sheets, binding them into a 10-page storybook. They then add the popular "scratch and sniff" stickers throughout the book to "illustrate" the story.

As a final event to cap the project, students themselves judge the storybooks, awarding prizes for most original, most humorous, and best written. Says Dancho: "All students win confidence in their writing abilities, while reluctant readers find a unique book that they're able to read—and smell, too."

School-Weary Students Enjoy Poster Lottery

Enthusiasm tends to flag in the final weeks of a school term. And when that happens, it's time once again for the Great Poster Lottery, suggests Marjorie Schier, an English teacher at Pennsbury High School in Fairless Hills, Pa.

Poster companies offer so many beautiful, inexpensive posters nowadays, Schier explains,

that she tends to end up with a lot of them by the end of the school year. That's where the lottery comes in.

All students have a chance to enter by putting their spelling tests—with all mistakes checked and corrected—into a big envelope labeled, for example, "E Period Spelling Lottery." Once a week Schier draws a test out of each envelope, and each lucky winner gets to choose a poster from the classroom walls to take home.

"You might think juniors and seniors would be too sophisticated, but my students like to hoke it up, making a fuss over the drawings," she reports.

The poster lottery sparks extra interest in spelling just when end-of-term doldrums set in. "Students do want to improve their spelling and bolster their chances for good scores on their final exams," Schier notes, "but a more immediate goal ('I'll choose that cute kitten poster if I win the lottery this week') helps to keep interest up."

Plotting Each Day

Planning to make the best use of time is a habit young people need to learn for efficient work and study, says Lois Callaghan, a fourth grade teacher at Parkway School in Paramus, N.J. She's found a good way to help students develop the habit early.

In her classroom, she prominently displays permanent daily activity programs on large

sheets of laminated construction paper or oaktag. A different color paper for each day of the week helps the class learn the order of colors in the spectrum. Printing with a washable marker pen allows schedule changes to be made easily.

Each permanent schedule lists—in the order they'll occur on a particular day of the week—both basic subjects (reading, math, spelling, science, social studies) and special out-of-classroom times (art, enrichment, music, physical education, supplemental instruction, speech therapy, and instrumental music).

The children like the security of "knowing what comes next," Callaghan reports, so she enters any necessary variations on the schedule sheet each morning before the day begins.

The students soon get in the habit of glancing at the schedule all through the day, having the right books and materials ready for each activity, and reporting to any pull-out classes on time—meaning she no longer needs to be "traffic director," Callaghan reports happily.

Scheduling a short "free time" period between subjects encourages kids to work toward the break and promotes an easy flow from one subject to another, she adds.

If you're using a classroom activity you think other NEA members might like to know about, send a brief description to Idea Exchange, *NEA Today*, 1201 16th St., N.W., Washington, DC 20036. Be sure to include the name of your school and the phone number where you can be reached during the daytime.

TV Tips

NEA recommends the following broadcasts to members, students, and their families in the weeks ahead:

One Too Many—*ABC-TV, Thursday, May 2, 8-9 p.m. ET.* Original story about four teenagers whose lives have been altered by a drunk driver. (Contact your local ABC station for a free study guide.)

Heart of the Dragon—*PBS, Mondays, May 6 through July 22, 8-9 p.m. ET.* Twelve-part series about life in China.

Spaceflight—*PBS, Wednesdays, May 8 through May 29, 9-10 p.m. ET.* Four-part documentary on the space age, narrated by Martin Sheen.

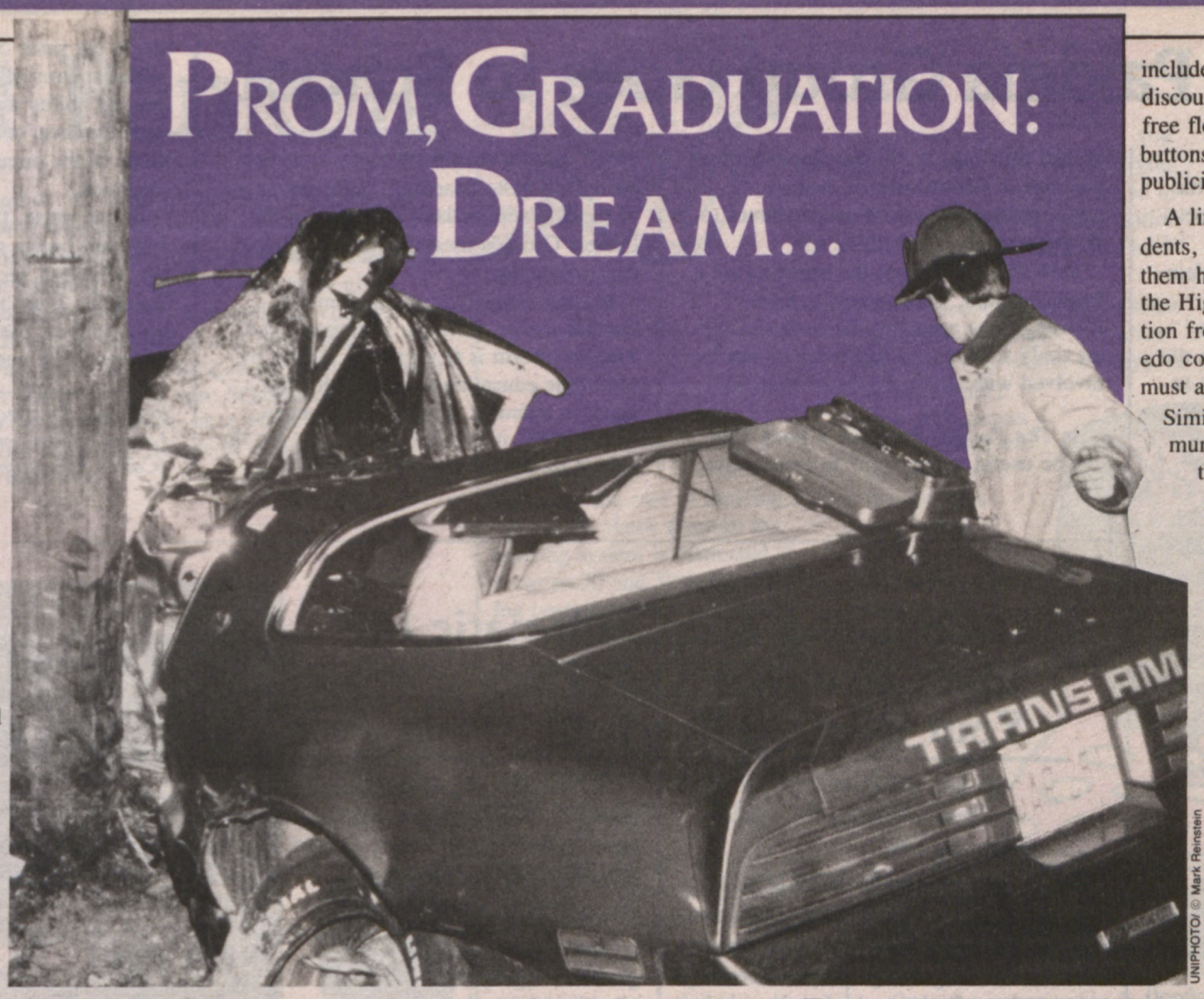
CBS Storybreak Specials—*CBS-TV, Saturdays; check local listings for time. May 11:* "The Double Disappearance of Walter Fozbek." Story based on the book of the same name by Steve Senn, about a boy who wakes up to find he's the only human being in a world of dinosaurs. *May 25:* "Dragon's Blood." Fantasy about a youth's courage in a world where dragons are in feudal service to humans, and where money buys life but loyalty is a value beyond price. (Contact your local CBS station for free viewing guides.)

Herman Melville—*PBS, Wednesday, May 15; check local listings for time.* Documentary about the 19th-century American author, featuring interviews with critics, photos of his family, and film clips from adaptations of his works.

Braingames—*HBO (cable); check local listings for dates and times.* Animated half-hour program encourages viewers to play "Memory Rock," "Safari Solitaire," and other brain-teasing games designed to sharpen auditory and visual awareness and spark logical thinking.

STUDENTS

PROM, GRADUATION: DREAM...



UNIPHOTO/ © Mark Reinstein

OR DISASTER

Schools and communities get serious about deterring teenagers from drinking and driving.

Senior prom. Graduation night. Each a milestone in a teenager's life.

But all too often, what should be a joyous occasion turns into tragedy. In many communities, teenage drinking—before, during, and after parties—has become epidemic. Put an inebriated, inexperienced driver behind the wheel of the family car, and a festive night of party-going can end in death or serious injury.

According to the National Clearinghouse for Alcohol and Drug Information, 16- to 24-year-olds comprise only 20 percent of all licensed drivers in the U.S.—yet 42 percent of all fatal alcohol-related crashes involve this age group. For 15- to 19-year-olds, the *leading* cause of death is now alcohol-related motor vehicle accidents.

A survey of almost 47,000 teenagers in 75 high schools in seven states—conducted last year by the Insurance Institute for Highway Safety—found that of licensed drivers age 15 and older, 25 percent of the boys and 11 percent of the girls regularly drink and drive. Thirty-three percent of boys and 14 percent of girls report regularly driving faster than 70 miles per hour.

Teenage drinking problems haven't escaped the notice of Congress, which recently passed a law that should go a long way toward making alcohol harder for teenagers to obtain. The new law requires all states to raise the legal drinking age to 21 by October 1, 1986, or face a cut in their federal highway funds.

Meanwhile schools, parents, and teenagers in growing numbers are working to change the grim statistics.

"Total community involvement. That's a sure way to curb teenage drinking problems," says Richard Towers, director of interagency, alternative, and supplementary programs for the Montgomery County, Md., school district.

Towers believes one of the most effective strategies for deterring teenage drinking is to let kids describe to other kids how alcohol has affected their lives.

Two years ago, for example, a teenage male in Towers' county drank too much at a weekend party and had an auto accident that killed three people. As part of his sentence, he was told to discuss his experience with other students. Staff in schools throughout the state have invited the young man to speak at student assemblies, where students have paid more-than-usual attention to his warning: don't drink and drive.

Inviting speakers to student events to discuss teenage drinking is just one way schools are taking an active role in combating the problem. At Glenelg High School in Maryland's Howard County, Association member Don White, a librarian, is advisor to Students Helping Other People (SHOP), an organization in which students develop skills they can use to help others.

SHOP members work with teachers and parents each year to set up a prom night telephone hotline. They leave flyers with the hotline number on the windows of student cars on the school parking lot. On prom night, parents and teachers wait by the phone.

"If students have problems getting to or from the prom, or if they're traveling with someone who's drinking, they can call and we'll pick them up," White explains. In some school districts, dial-a-ride hotlines now function throughout the whole period from proms to "end-of-exams" parties to graduation.

The staff at Glenelg High pass out "contracts" to students who will be going to the prom. With these contracts, a student makes a pledge to his or her date. The contract says, in effect, "This is a special evening for you and me. I will not ruin it by drinking and driving. I'm asking you to do the same thing."

As prom time nears, many high schools in Maryland and other states put "friends-don't-let-friends-drive-drunk" reminders on their public address systems. Some go so far as to get a wrecked car from the police and deposit it in a prominent spot in front of the school building, to serve as a graphic reminder of what can happen.

Other schools have adopted the practice of "all-night proms" that end with breakfast the next morning, as a way to try to keep kids *at* the prom, away from alcohol, and off the roads until daylight.

Massachusetts launched a statewide safe prom campaign this spring through Project BASE (Basic Alcohol Safety Education).

Titled "Keep the Party Alive . . . Don't Drink and Drive," the campaign includes a prom package complete with discounts on limousine and tuxedo rentals, free flowers, responsible drinking tips, buttons for participants, and posters and publicity for participating schools.

A limousine driver picks up the students, drives them to the prom, and drives them home. Project BASE is funded by the Highway Safety Bureau, with cooperation from florists and limousine and tuxedo concerns. Each student participant must agree not to drink while in the car.

Similar efforts are under way in communities around the country. A national "Drunk Driving: Operation Prom/Graduation" campaign—spearheaded by trade groups including broadcasters, auto dealers, florists, and restaurateurs—is inserting timely messages into tuxedos and corsages and distributing "reminder" posters for hanging in the restrooms at prom sites.

Every spring the Delaware State Education Association distributes a free booklet to parents called *How To Give a Great (Alcohol-Free) Graduation Party*. It includes statistics on teenage drinking and driving and offers practical suggestions for planning a party, entertainment, refreshments, decorations, budget—everything parents need to know.

"We send copies of the booklet to our local Associations," says DSEA President Wally Young, "and encourage each local to distribute them through faculty reps in meetings with parent groups."

According to the booklet, the biggest question most parents have is, How do you get kids interested in attending an all-school, alcohol-free graduation party?

Answer: Involve them from the start, and plan a party that will provide the kind of entertainment and food they enjoy. Then encourage all the seniors to attend so they can be together on this last big happening of their high school years. That's all most of them want to do anyway...

—Marian Clayton

Resources

This reading list was compiled by the National Institute on Alcohol Abuse and Alcoholism in Rockville, Md.

Alateen—Hope for Children of Alcoholics. Al-Anon Family Group Headquarters, 1973. $3.75.

Alcohol and You. J. Claypool. Franklin Watts, Inc., 1981. $7.50.

Alcoholism: The Facts. D.W. Goodwin. Oxford University Press, 1981. $11.95.

Facts About Alcohol. National Institute on Drug Abuse and Alcoholism. Single copies free.

Five O'Clock Comes Early. B. Welsh and G. Vecsey. William Morrow and Company, Inc., 1982. $11.50.

The Secret Everyone Knows. C. Brooks. The Kroc Foundation, 1981. $1.

Students Speak Out Against Drunk Driving

Students Against Driving Drunk (SADD) is a unique nationwide program established in 1981 in Wayland, Mass. It began as a mandatory course for sophomores, prompted by the deaths of two high school students in automobile accidents where alcohol was a factor.

SADD chapters have since been established in high schools from coast to coast, reaching millions of teenagers. In its four years of existence, SADD has contributed to a significant reduction in drunk driving fatalities and injuries among high school students. The SADD concept is now being expanded to the college level.

SADD members learn hard facts about drinking and driving to help them make informed decisions. They also learn to use positive peer pressure to help others steer clear of dangerous situations. The goal is to persuade more and more young people that alcohol abuse is no longer socially acceptable.

For more information about how to start a chapter in your school, write to SADD, P.O. Box 800, Marlboro, MA 01752.

BOOK BEAT

Act III: The Paideia Group Goes to School

The Paideia Program is the third book in the trilogy presented by the Paideia reform group. The primary focus of this volume—which is directed at teachers—is on implementing the Paideia concept.

For those who missed volumes one and two, Mortimer Adler summarizes the concept: "The Paideia Program seeks to establish a course of study that is general, not specialized; liberal, not vocational; humanistic, not technical. Only in this way can it fulfill the meaning of the words *'paideia'* and *'humanistic,'* which signify the general learning that should be in the possession of every human being."

This book has three sections, devoted respectively to the methods and content of a Paideia curriculum and to the characteristics of a Paideia school. In each, members of the Paideia Group share the task of writing the chapters—not evenly, however, as only 13 of the 24 group members have bylines.

Aside from Adler himself (who is perhaps most famous for espousing the Great Books approach to education), the best known Group members are education reformers Ernest Boyer *(High School)* and Theodore Sizer *(Horace's Compromise)*. Other members come mainly from higher education, think tanks, and foundations. The public schools are represented by two superintendents and one high school principal.

Part One defines and suggests when to use the three Paideia teaching methods:

- *Conducting seminars*, in which teachers help children develop critical thinking skills and values through the Socratic method of questioning and discussing classical works (not textbooks)
- *Coaching*, in which teachers help children develop intellectual or learning skills (the ability to estimate measurements, for example) in tutorials or small groups
- *Didactic teaching*, in which teachers present content by means of lectures or textbook assignments.

The emphasis of the Paideia group is on greater use of coaching and the Socratic method to increase active participation of students at all grade levels.

Part Two describes a continuum of desired learning outcomes in 10 traditional disciplines for the 12 years of basic schooling. The section also gives examples of how teachers might integrate the three teaching methods at all grade levels in each discipline.

In this section, the Paideia Group emphasizes using a required core of literature to stimulate seminar discussions and critical thinking. A 53-page appendix lists readings in fiction, poetry, history, myth, philosophy—from ancient times to the present, for all grade levels.

Part Three addresses the structure of a Paideia school. This section is brief, focusing on suggestions for restructuring the daily schedule so that teachers can be involved with small groups of students.

Is *The Paideia Program* a book that can be useful to teachers? In some ways, yes. Teachers should get away from lecturing, do more coaching, make better use of the Socratic method. The part of the Paideia Group's message that encourages that is valuable.

But the changes in curriculum are another matter. A major premise of the Paideia reform is to eliminate elitism by providing educational opportunity that's equal in quantity, quality, and content. In my view, it is totally unrealistic for the Group to think every student can be taught the same content.

The authors allude to grouping children by ability and by skill attainment, but they never really address the diverse needs of the populations served by public education.

In one sense, their system is too rigid. Are their basics really the basics? Maybe not. Children need to learn critical learning skills. I don't think going back to the past—to the classics—is the answer, however. We need to go on to the future.

Reviewed by special education teacher Larry Orblom, president of the Littleton (Colo.) Education Association.

THE PAIDEIA PROGRAM: AN EDUCATIONAL SYLLABUS

Essays by the Paideia Group; Preface and Introduction by Mortimer J. Adler

(Macmillan, 238 pp. $8.95; paperback, $4.95.)

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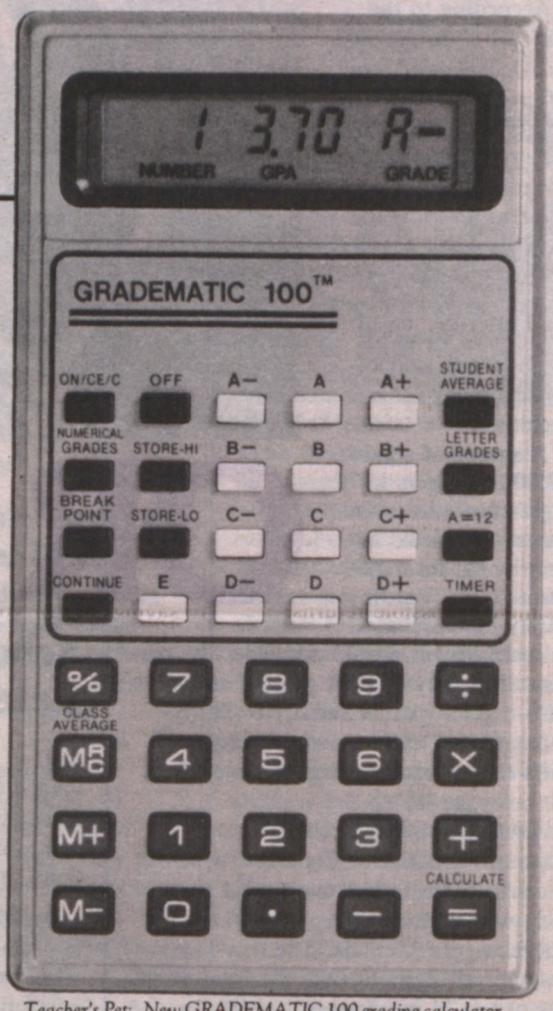
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PERSONALLY SPEAKING

Smart Banking

Banking's not what it used to be. High technology and loosened government regulation have transformed a once stodgy industry into a smorgasboard of financial services and instant transactions.

While some consumers applaud the changes that have given them a wider variety of banking services and options, critics complain that banking has grown too expensive and impersonal.

Everyone seems to agree: personal banking today requires more consumer education than it did 10 years ago. Whether you're choosing a credit card, a savings account, or a place to invest your IRA, it's more crucial than ever before to weigh all your options before making a decision.

Banking Out of Town: The Pros and Cons

When financial institutions were restricted in the interest rates they could offer savers, most of us chose our bank based on criteria such as convenience of location or friendliness of the tellers.

Since deregulation, however, interest rates vary enough to make it worthwhile to shop around. Today, some savvy savers look all over the country for the highest possible returns.

A Feburary 1985 survey of 200 banks found interest rates offered on a three-year certificate of deposit (CD) ranged from 7.7 percent to 12 percent. People opting to invest $2,000—say for their Individual Retirement Accounts—in the lowest-paying CD will earn $343 less over the three years than those who search out the highest rate.

If you want to track down the best yields for your hard-earned dollars, the place to start is your local public library. Check bank advertisements in the business sections of major metropolitan newspapers, where competition is greatest. Another source of information is the weekly *100 Highest Yields* newsletter, available from P.O. Box 402608, Miami Beach, FL 33140 ($19 for six issues).

When you find a bank with attractive rates, don't get carried away. No matter how high the promised yield, never send any money until you've written or phoned for more information and checked out the offer carefully. It's a good idea to ask that all information be confirmed in writing.

If possible, open an account before you send your first deposit. That way, you can endorse your check or make your transfer directly to the pre-assigned account number. It's also a good idea to send a cover letter with your first deposit spelling out your wishes and including your address and daytime telephone number.

And be sure to consider the drawbacks before you rush to start banking on the other side of the continent. Unless you have the option of direct (electronic) deposit of part of your paycheck, you'll have to rely on the mails for making deposits. If you're considering a checking account with an out-of-state bank, will local merchants hassle you every time you try to write a check?

Finally, before you pull your savings out of your local bank, check out the possible consequences. Some banks provide free or discounted checking or other services if you keep a large deposit with them. Having your savings in a local bank can also make it easier for you to get a loan or credit card there.

Join the Electronic Banking Revolution

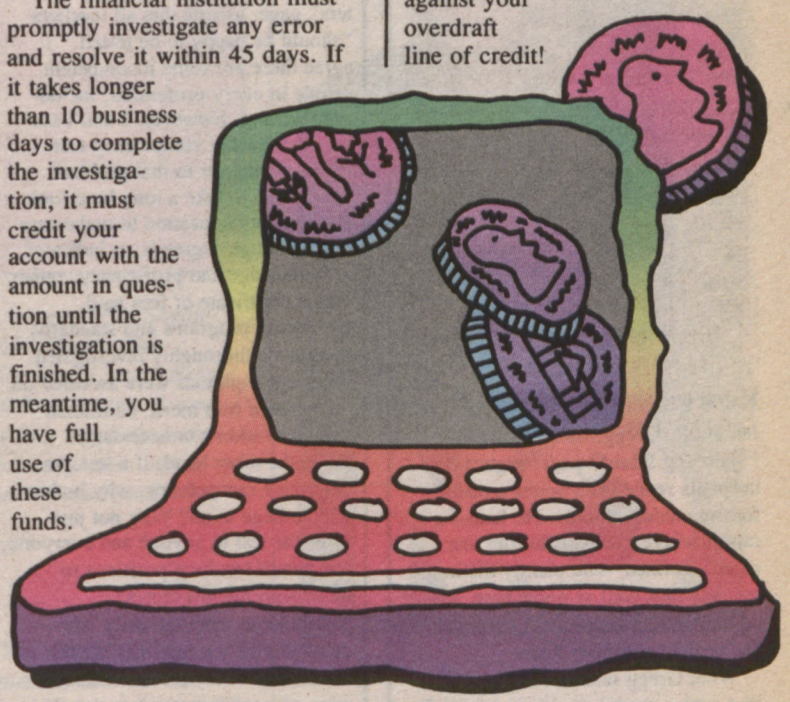
Today the cost of clearing a single check through the banking system is estimated at between 30 and 50 cents. Reducing costs and paperwork while increasing efficiency in the way we do business is the reason behind Electronic Funds Transfer (EFT) Systems.

Although we're still a long way from the "checkless society," many of us are already getting our first taste of EFT technology. If you've ever paid a bill by telephone or personal computer or preauthorized payments, or used an automated teller machine or a point-of-sales terminal, you've already joined the EFT revolution.

The Electronic Funds Transfer Act gives consumers certain rights, but it also carries with it certain responsibilities. If you use EFT in your banking, it's important to understand your rights and obligations.

► *Correcting Errors.* If you believe your bank statement contains an error, write or call your financial institution no later than 60 days from the date you received your statement. Give your name and account number and explain why you believe there is an error and the dollar amount and date in question. If you phone, you may be asked to send this information in writing within 10 business days.

The financial institution must promptly investigate any error and resolve it within 45 days. If it takes longer than 10 business days to complete the investigation, it must credit your account with the amount in question until the investigation is finished. In the meantime, you have full use of these funds.



Once the investigation is complete, you must either be recredited the funds or the institution must explain in writing why it believes there was no error and let you know that it has deducted any money credited during the investigation. You have the right to ask for copies of any documents relied on for the investigation.

► *Loss or Theft.* If your credit card is stolen, your loss is limited to $50 per card. If you EFT card is stolen, your liability for unauthorized use is also limited to $50 *if* you notify the financial institution within two business days after learning of the loss. If you don't tell the card issuer within two days, however, your liability could be as much as $500! In addition, if you fail to report within 60 days an unauthorized transfer that appears on a statement, your liability is unlimited—including withdrawals made against your overdraft line of credit!

► *Complaints.* If you're unable to resolve an EFT complaint to your satisfaction, contact the Division of Consumer and Community Affairs, Board of Governors of the Federal Reserve System, Washington, DC 20551. The board supervises only state-chartered banks that are members of the Federal Reserve System, but if your complaint is outside its authority, it will refer you to the proper regulatory agency.

Comparing Credit Cards

The credit card market has become so saturated that in order to increase business, banks must now try to lure customers from one another.

Usually, such fierce competition would be good news for consumers. Many of the current credit card offers, however, are largely hype—long on emotional promises of an exciting lifestyle, but short on facts. While it's flattering to know that a big bank has preapproved your application for credit, it's also important to find out the annual fee and the interest rate.

To sort out competing credit card offers, you need to compare—

► *Annual Fees.* You can pay anywhere from nothing up to $60 or more for a credit card. Lower annual fees aren't always better, though, since some banks charge higher interest rates to compensate for them. Another thing to check is whether you'll be charged for additional cards for family members.

► *Interest Charges.* Interest rates for nationally available credit cards range between 15.5 percent and 22 percent per year, according to a recent Consumers Union survey. (Lower rates are available from some regional banks.) A few cards offer interest rebates at the end of the year, reducing the effective rate you pay. Others offer "floating" rates that can go up or down without warning.

► *Methods of Computing Interest.* The better cards offer a "grace period" between the date of your purchase and the date the bank starts charging interest. Beware of any bank that imposes a finance charge even if you pay off your balance immediately.

► *Other Features.* Some of the "bells and whistles" of the credit card business, such as free registration services for lost cards, are very valuable. Others may be useless, and a few are actually bad deals. If a card offers you travel insurance, a buying club, hotel discounts, or other features, take a good look at each one and decide whether it's useful or just a gimmick.

For free leaflets on shopping for a credit card, resolving billing problems, preventing credit card fraud, and related topics, write to Bank Card Holders of America, a consumer group at 2025 Eye St., N.W., Suite 1022, Washington, DC 20006.

New from Special Services

NEA members in many states can apply for a MasterCard or VISA through the Association-sponsored Unified Credit Card program. For more information, contact your state Association, or write to NEA Special Services Response Center, 51 Monroe St., Suite 200, Rockville, MD 20850.

Letters

Reorganize Schools?

Jearald R. Gregg, on the April "Sounding Board" page, argues that hospitals represent a better model for organizing schools. He favors a model where "responsibilities are clearly defined—*and* clearly distinguished," as well as one where administrators support professionals rather than constrain them.

What Gregg fails to mention is that such a model works, in hospitals and universities, not only because responsibilities are defined but also because there is differentiation of staff functions, hierarchies of professionals and subprofessionals, multiple career tracks and both training and evaluation systems to sustain them, and a salary system that rewards differentially.

If teachers find the hospital or university model attractive, then teacher organizations will need to become advocates for positions they have long resisted. Lock-step salary scales, teachers parceled out one per classroom and treated as equals, training and certification and evaluation programs that tend to treat all teachers alike—these conventional approaches sustain the "industrial model" that Gregg criticizes.

Also, the work of hospitals' professional staff is aided by many sophisticated technologies—tools that make both individuals and the institution more effective. So far schools have not invested very much in technology. Teachers are understood to be craftsmen who achieve miracles with few tools (books, paper, pencils) that change very little over time.

If the teaching profession were to adopt the medical profession's reliance on technology, the nation's schools would move much faster toward the professionalism that Gregg admires.

James A. Mecklenburger
National School Boards Assn.
Alexandria, Virginia

'Off the Beaten Path'

I was pleased to read the April feature on rural schools. The current financial crisis of America's small farms has indeed necessitated education reform, especially in the small rural schools.

South Dakota has 34 high schools that enroll fewer than 50 students in grades 9-12. Small towns struggle to maintain their identity by hanging on to their schools, but the cost—educationally and economically—is great.

American values are in conflict, and it will take courageous educational leadership to ensure opportunities for quality education for all our students.

Diane Alexander
Howard, South Dakota

'Those Who Oppose Teacher Testing Aren't Necessarily Incompetent Crybabies'

Richard Kesler, on the April "Letters" page, asserts that all teachers "should be happy to be tested." I agree there are some incompetent people in every profession, including teaching. However, I don't see massive teacher competency testing as an answer to that problem.

It's time to take a long hard look at university education to make sure that a college degree is an indicator of knowledge and proficiency, rather than a certificate of fees paid. University programs and standards need to be thoroughly investigated. If college diplomas were awarded on the basis of true merit, additional testing would be unnecessary.

On the other hand, if a test can determine competency, why bother with college at all? Why not just offer the test to anyone and everyone, and award teaching positions to those with the top scores?

I'd like to meet the deity who could devise a single, perfect test to measure not only teachers' knowledge of a subject area but also their dedication, sensitivity, ability to handle stress, and other intangible qualities.

In terms of sheer economics, teacher testing makes no sense. Having taught in a school where paper and other supplies had to be rationed, the physical plant was grossly inadequate, and classes were much too large to be effective, I fail to see how the enormous cost of necessarily superficial teacher testing can possibly be justified.

Those of us who disagree with Mr. Kesler are not necessarily "crybabies," as he suggests. If he thinks I'm trying to "protect" myself because I "can't make it," he's welcome to examine my credentials. If I'm not a good teacher, the reason is *not* that I don't do well on tests.

Mr. Kesler's views on paying teachers based on "supply and demand" also frighten me. He asks, "How many people can teach trigonometry or physics or chemistry?" These subjects are taken by the top students, not by everyone. I don't accept the idea that a teacher who deals only with the cream of the crop is worth more than one who must deal with average and below-average achievers.

Intentionally or not, Mr. Kesler is making a value judgment that could have very serious consequences. To pay more to those who teach the more gifted pupils could produce an even worse shortage of good teachers for the less-than-perfect students. If student achievement ever becomes a factor in determining teacher income, how many people who need a paycheck to survive will want to take a chance on any but the proven best students?

The idea of giving bonuses to "better teachers" might sound good at first, but I see no way in which these bonuses could be fairly determined. What, besides politics, would be the criteria? Student achievement is definitely not a fair measure of teacher performance. Neither is knowledge of subject matter, especially when the evaluators have no knowledge of the subject being taught (particularly true in my area, foreign languages). The last thing any school needs is more competitive infighting among its staff members.

Patricia J. Clark
Dayton, Ohio

Teacher Mistreatment

Americans hate to pay school-teachers. Even school boards guard the tax coffers from this outrage—some of their members with a fanaticism that impairs their health. There's no surer way to American sainthood.

Whenever demagogues need a smokescreen for a little mischief, they wait for a teachers' raise proposal. It's a sure bet. The massive mechanism rolls into action: negative editorials, letters to the editor, phone calls to school board members, heated discussions in the streets.

Meanwhile, countless wasted billions to Viet Nam, Lebanon, the mining of Nicaragua's harbors are shrugged off. Fourteen million dollars for an inaugural party—enough to put 300 Americans through four years of private college—draws hardly a peep. Had the same money been proposed for teacher pay, it would never have left the treasury.

America's attitude toward teachers is a national character defect. It's based on ignorance. In a sense, it's understandable. Work as hard as teaching is unknown to the average worker. Americans have never understood how hard (or long) a teacher works. So they withdraw their money and their affection—and too often their children's respect for teachers.

Considering the way teachers have been treated, the success of this country—absolutely tied to the public schools—is something of a miracle. The dedication and patriotism of America's teachers have been of the highest: a willingness to expend all effort for a country they love, though it shows little affection in return. No matter what, teachers have done their job.

I taught high school Latin for 25 years. I quit in 1977. Since then I've been captain of a whale watch boat in Cape Cod Bay.

Andy Dietlin
Plymouth, Massachusetts

How Do You Use Humor?

Humor is a teaching tool often overlooked as frivolous or irrelevant, and yet research is showing that appropriate humor has a definite value in keeping students' attention and aiding retention.

We've found that judiciously used humor can also be a valuable communication technique to defuse anger, avoid conflict, and criticize gently without hurting feelings. We are the authors of *The Laughter Connection: Using Humor To Deal with Other People*, a Prentice-Hall book due out in early 1986.

We would like now to research the topic in more depth. We'd appreciate hearing from teachers who use written or spoken humor in the classroom—with specific examples. Do you ever include a humorous question on a test to relieve tension? Is humor ever incorporated into handouts? On bulletin boards? Has humor ever backfired for you?

Teachers, please write Alpern & Blumenfeld, Box 824003, Atlanta, GA 30324, and share your insights with others who may never have considered the value of humor. Students—and teachers—are waiting to learn and laugh.

Esther Blumenfeld
Lynne Alpern
Atlanta, Georgia

'Nongifted'?

The March feature "Doing Right by the Gifted and Talented" deeply disturbed me with its shallow characterization of opposition to gifted and talented programs as being based on charges of elitism. Certainly an inordinately high percentage of students placed in these programs come from home environments rich in formal education—a factor perpetuating inequality of opportunity.

Labeling a small percentage of students "gifted" implies that the remainder are "nongifted" (your writer's term)—a tag that any competent teacher rejects as inapplicable to any student.

I am not being idealistic, but merely professional, in pointing out that all my students, given a nurturing environment, have vast potential. Your writer should reexamine her notions of intelligence, giftedness, and talent. Hers are not conducive to effective teaching.

Clay Slate
Farmington, New Mexico

Author's reply: The term "nongifted" appeared in quotation marks in my article. This means, according to convention, that the term is not meant to be taken seriously.

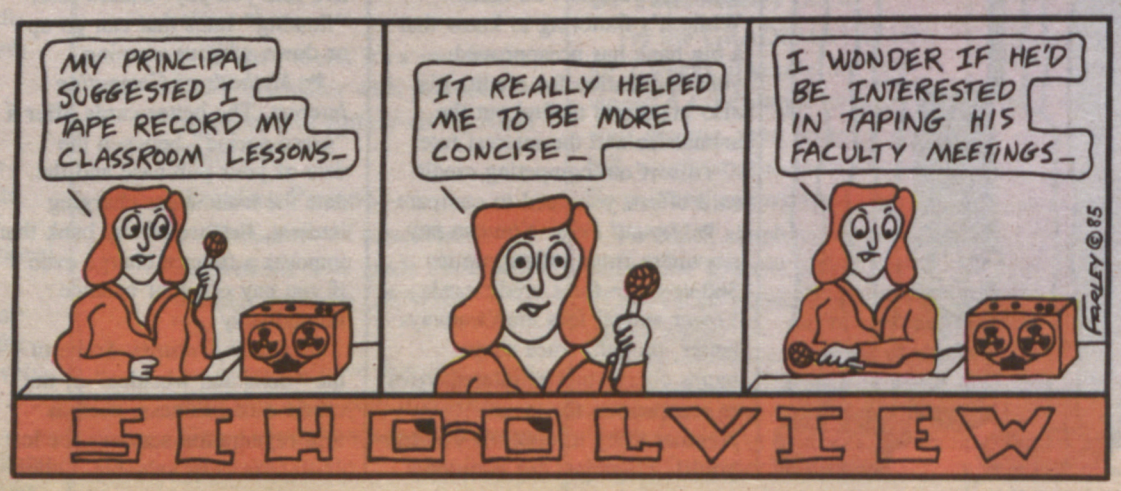
NEA Yes, Coors No

If Glen Crane of Titusville, N.J., who opposes NEA's request to boycott Coors beer ("Letters," March), had the most rudimentary understanding of what politics is all about, he would know that leadership is inherent in the representation of individuals, bloc voting is invaluable in winning elections, and economic power is the bottom line.

Does not Coors tell him "what to buy, how to vote, and what to believe"? As a teacher, he should ask himself whether he prefers Coors or the NEA leadership in the field of education, because that is the underlying issue.

Disapproval of any politics or policies that place profits over principles is the moral duty of anyone whose calling is education.

John J. Gale
Montclair, New Jersey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SCHOOLVIEW

What's *your* opinion? NEA members are cordially invited to use this page to exchange ideas with their colleagues around the nation. We reserve the right to edit letters for length. Address correspondence to "Letters," NEA Today, 1201 Sixteenth Street, N.W., Washington, DC 20036.

Debate

Should students be required to maintain a 2.0 grade point average to participate in extracurricular activities?

Jim Prisching

YES

Association member Bob Haisman teaches social studies at the 1,950-student Hinsdale South High School in Darien, Ill.—a suburb of Chicago. A 17-year teaching veteran, Haisman has coached both football and basketball—and has served as a class advisor for 14 years.

I remember the day well. I was in a hurry to grade some essays but had stopped off at the faculty lounge to down a fast cup of coffee.

As I walked in, several of my colleagues were discussing a morning news story about a high school in the east that had received national attention for its shocking new policy that required any student participating in an extracurricular activity to maintain a C average.

As the discussion grew more intense, I intentionally stayed on the periphery of the debate. Finally, as I left for my office, I felt a twinge of guilt: you see, I thought that the "shocking policy" was fantastic!

That evening, the network news featured an interview with a teary-eyed pom-pom girl who, because of her school's recent announcement, was lamenting that she wouldn't be able to perform at the next basketball game. As I watched the story, I realized that my usual liberal bleeding-heart attitude had no room for her. I tried to conjure up some sympathy for her plight, but no. In "old softie" there was beginning to emerge a new perspective.

This district where I've taught high school for 17 years is solidly middle class and college oriented—and offers an exceptionally wide array of extracurricular programs. We have every conceivable extracurricular activity, and 60 percent of the students participate.

Drama, speech, student government and interscholastic sports—to name but a few—are staged in superb facilities: a newly refurbished drama area, a lighted football and soccer stadium, a $1.6 million fieldhouse, and a spacious swimming and diving complex.

However, students have learned to make extracurriculars a major focus of their educational life. My new realization was that we need to get our students to put a higher priority on academics.

The academic side of the high school coin is not exactly my students' *sine qua non*. Their priorities run something like this: peer group, job, car, leisure time, extracurriculars. Finally, but only with a lot of moaning and groaning, their studies.

I feel we need to reverse this order. We need to make learning and scholarship our schools' top commitment. No longer can we permit any ambiguity about what is important—cheerleading or academics, football or books, drama or grade point average.

Now, I have no illusions that something as simple as a 2.0 requirement for extracurricular participation will resolve this dilemma. But it just might begin to communicate a distinct message to students: academics come first. And while no one disputes the value of extracurricular activities in the personal growth of the student, we must reinforce the idea that the academic classroom is more than a commercial break between friends and basketball practice. It's what school is all about.

Teachers have been advocating tougher academic standards for years—only to see our schools increasingly emphasize nonacademic activity. It's part of our job to demand that the classroom be the most important room in the school, not a place to pass the time away.

Not too long ago, a Creighton University basketball player managed to slide through the four years of his college athletic eligibility without learning to read or write. At the age of 21, he entered a private elementary school in order to become functionally literate. An extreme example? To be sure, but an example we cannot tolerate, cannot allow to happen again.

I believe instituting a grade point standard for *any* extracurricular involvement will help students understand that schools themselves are setting a high priority on academic performance. We, as teachers, must do all we can to convince our students to see their academic work as a top priority.

The sooner we begin communicating more effectively our high expectations, the better for our nation's schools!

Ed Colwell

NO

Rebecca Lyons is a counselor at Skyline High School in Dallas, Texas. She taught various grades for 11 years before beginning her counseling career. A new Texas law mandates that students achieve a grade of 70 in each subject in order to take part in extracurricular activities.

We learned in Introduction to Education that students are individuals with unlike abilities and talents, and that they learn at different rates and levels.

We also learned that one purpose of education is to develop the whole child so that he can become an integral part of society.

We know from various psychological studies that 15 percent of the school-age population are below average in academic ability. As they progress and academic material becomes ever more complex, the likelihood of these students' passing all subjects at all times diminishes.

We know who these students are. We know the 16-year-old who has struggled with the education system all through his school life and was beginning to win. His progress was slower than his peers'. He could not compute as rapidly as others, but he hadn't given up. He's had many teachers along the way who used their knowledge and skills to help him. He has the qualities of good citizenship—honesty and dependability.

Are we now going to take away an important incentive to stay in school—extracurricular activities—because this student can't achieve a certain grade point average?

Do we have evidence that proves prohibiting extracurricular participation actually leads to better grades? Did the state legislature consider this question when it gave us the "no pass, no participate" rule?

Consider musicians—their years of lessons and practice. There are 15 members in our school's symphonic ensemble. If one soloist fails to make a C in every subject, no one competes. All lose the opportunity to exhibit their talents.

Debate partners have prepared all season long for their topic. One member fails an honors subject. There is no alternate. Both partners suffer, and the entire team feels the loss.

What about the graduating seniors in the vocational technical area who win first place at the district level in skills they'll use in employment? If they fail an elective, they're barred from competition at the state level.

And what about those graduating seniors who may have trained and prepared for at least 10 of their 17 years for a special competition—a special moment? Can we imagine the anger as they see their team board the bus for the state meet? Can we fathom their teammates' depth of frustration? Can we feel the disbelief of the parents who have sacrificed so much, so that their children might have this opportunity?

Another point worth consideration is that performance teachers are evaluated according to the performance of their groups. Under the new law, they can no longer afford to spend their time with the academically inept or the overloaded honors student. No matter what the degree of talent or future possibilities, the teacher will be forced to concentrate on the student who can produce the magic C in all areas.

We decry isolation, alcoholism, suicide, and drug abuse among teenagers in one breath, but in the next we lay waste to extracurricular organizations that foster belonging, cooperation, leadership, and fellowship.

One final bit of irony comes to mind when I think of the seventh grader who won the spelling bee at the local school. When it came time for county competition she was replaced by an alternate because she had failed math. If the student had spent her time studying math instead of spelling, she could have made a C and been mediocre in both areas.

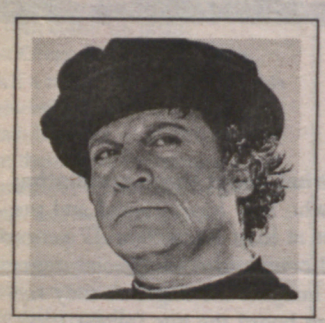
I'm not opposed to education reform. It's necessary if we're to survive and grow. But let's not make this growth at the expense of those who are striving—trying hard to make their grades.

If state lawmakers can convince this generation of students and their parents that a C is acceptable, and that excellence in any field can be pursued only after mediocrity is reached at all levels, then we will truly be a nation at risk.

He discovered greed, love, power, tragedy, death, treason, and mutiny.

Then he discovered America.

FAYE DUNAWAY



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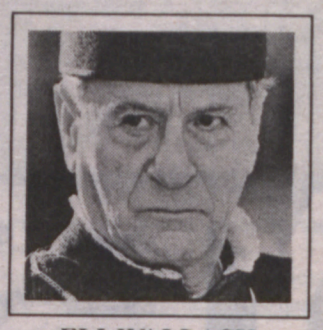

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